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ABSTRACT

Oregon is in the process of raising expectations for its students. The state will now require students to prove their proficiency through a series of classroom assignments and state tests. Students who achieve the grade-10 standards on the required assignments and tests will receive a Certificate of Initial Mastery, and those who achieve the grade-12 standard will receive a Certificate of Advanced Mastery. This document describes the four key parts of Oregon's curriculum and assessment system: (1) the Common Curriculum Goals for kindergarten through grade 12; (2) content standards; (3) benchmarks that establish what students must know and be able to demonstrate on tests and assignments in grades 3, 5, 8, and 10; and (4) performance standards. A question and answer section provides answers to some of the frequently asked questions about curriculum, assessment, and the certificate programs. Content standards describe what will be assessed for the Certificates of Mastery, and performance standards describe the scores students must achieve on state tests and classroom assignments to receive the certificates. This document contains information related to the Certificate of Initial Mastery and its common curriculum goals for English, mathematics, the natural sciences, the social sciences, the arts, second languages, health education, physical education, and essential learning skills. The Certificate of Advanced Mastery is still being developed. Criteria for scoring student work are outlined, and a development timeline shows how the academic content standards and the benchmarks were developed. (SLD)

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ED 411 243

Adopted COMMON CURRICULUM GOALS

CONTENT & PERFORMANCE STANDARDS (& CURRENT SCORING GUIDES)

OCTOBER 1996

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Norma Paulus • State Superintendent of Public Instruction • Oregon Department of Education • 255 Capitol Street NE • Salem, Oregon 97310-0203

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COMMON CURRICULUM GOALS was produced by the Oregon Department of Education in October 1996. Please copy and share with teachers, parents, administrators and any other interested people.

If you have more questions about the information in this document, please call a Department staff person listed on page 9. To order more copies of this document, use the order form on the last page. This document is posted on the Internet at http://www.ode.state.or.us

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HIGHER STANDARDS — BETTER RESULTS

Oregon's Educational Act for the 21st Century calls on students, parents, educators and business people to promote higher academic standards in schools and to hold students and schools accountable for better results.

Oregon is raising its expectations for students. Did you know the current academic standard allows students to graduate with a D-minus average in 22 credit hours of classes? That standard is much too low. Instead, Oregon will require students to prove they are proficient in English, mathematics, science, history and other academic subjects.

Students will prove their proficiency through a series of classroom assignments and state tests. Students who achieve the grade 10 standards on the required assignments and tests will receive a Certificate of Initial Mastery. Students who achieve the grade 12 standards will receive a Certificate of Advanced Mastery.

Early childhood education, alternative learning environments, business and community partnerships, professional technical education, career-related learning experiences and other educational programs will help students achieve the new standards.

This document contains the four key parts of Oregon's curriculum and assessment system: the Common Curriculum Goals, content standards, benchmarks and performance standards. The Questions & Answers and How Do the Pieces Fit Together? in this document describe the four parts of the curriculum and assessment system in more detail. In general, curriculum is what teachers teach students. Assessment is how teachers evaluate whether students have learned. The content standards describe what will be assessed for the Certificates of Initial and Advanced Mastery. The performance standards describe the scores students must achieve on state tests and classroom assignments to receive the certificates.

This document contains information related to the Certificate of Initial Mastery. The Certificate of Advanced Mastery still is being developed. A second draft of the grade 12 standards was mailed to all schools and districts in early September. The Department is seeking comments on the second draft. If you would like a copy of the draft grade 12 standards, contact Barbara Slimak, Oregon Department of Education, (503) 378-3310 ext. 485 (or e-mail barbara.slimak@state.or.us).

This document contains:

- Path to Success: Illustrates the path students will take from kindergarten through grade 12 to achieve the new, higher standards
- Questions & Answers: Provide the Department's answers to some frequently asked questions about curriculum, assessment, the Certificates of Initial and Advanced Mastery and other issues
- How Do the Pieces Fit Together?: Defines the relationship between the four key parts of Oregon's curriculum and assessment system
- For More Information: Lists names and phone numbers of people at the Department who can answer questions and provide help
- Resources: List documents available from the Department to help schools and districts implement the content and performance standards and plan their improvement programs
- Development Timeline: Shows how the academic content standards and K-10 benchmarks were developed
- Common Curriculum Goals: Describe the comprehensive K-12 curriculum required in all districts
- Content Standards: Define what will be assessed statewide for the Certificates of Initial and Advanced Mastery
- Benchmarks: Establish what students must know and be able to do on state tests and classroom assignments at grades 3, 5, 8 and 10
- Essential Learning Skills: List the required areas where students will develop skills
- Performance Standards: Define the scores students must get on state tests and classroom assignments to progress toward the certificates
- Scoring Guides: Describe the criteria for scoring student work
- Order Form: Provides information on ordering more copies of this document

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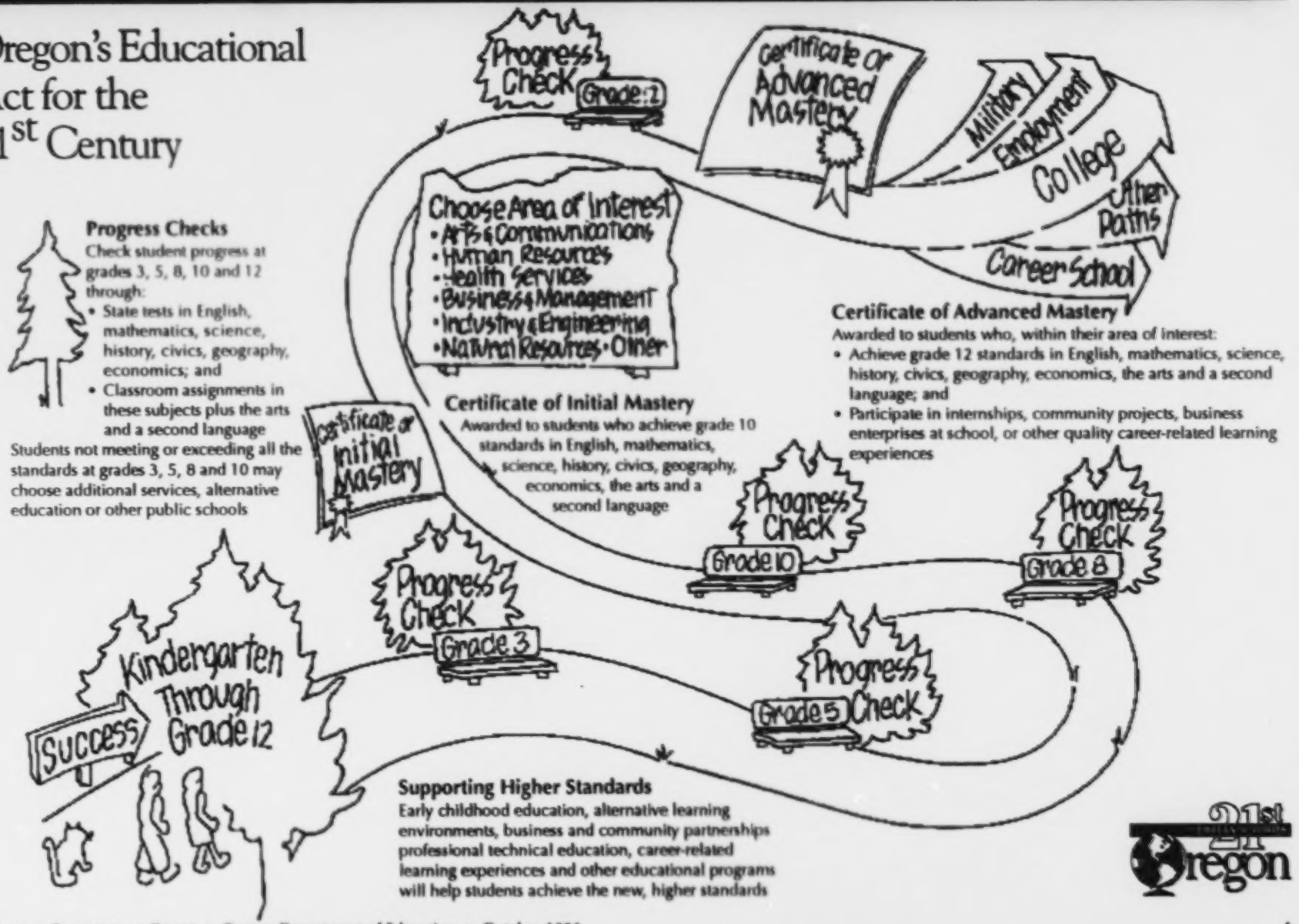
PATH TO SUCCESS

Oregon's Educational Act for the 21st Century



Progress Checks
Check student progress at grades 3, 5, 8, 10 and 12 through:
- State tests in English, mathematics, science, history, civics, geography, economics; and
- Classroom assignments in these subjects plus the arts and a second language

Students not meeting or exceeding all the standards at grades 3, 5, 8 and 10 may choose additional services, alternative education or other public schools

Certificate of Initial Mastery
Awarded to students who achieve grade 10 standards in English, mathematics, science, history, civics, geography, economics, the arts and a second language

Certificate of Advanced Mastery
Awarded to students who, within their area of interest:
- Achieve grade 12 standards in English, mathematics, science, history, civics, geography, economics, the arts and a second language; and
- Participate in internships, community projects, business enterprises at school, or other quality career-related learning experiences

Supporting Higher Standards
Early childhood education, alternative learning environments, business and community partnerships professional technical education, career-related learning experiences and other educational programs will help students achieve the new, higher standards

21st Century Oregon

QUESTIONS & ANSWERS

Q What are the Common Curriculum Goals?

The Common Curriculum Goals describe what teachers will teach. The Common Curriculum Goals contain content standards in English, mathematics, science, the social sciences (history, civics, geography, economics), the arts and second languages; curriculum goals in health education, physical education, technology and other areas; and the Essential Learning Skills.

The Common Curriculum Goals are not course titles. Decisions about what courses to teach and what curriculum to include in courses are local decisions. Schools and districts may develop their own curriculum goals in addition to the statewide goals.

Each year, the State Board of Education will review the Common Curriculum Goals, content standards, benchmarks and performance standards.

Q What are the content standards?

The content standards are the portion of the curriculum to be assessed statewide for the Certificates of Initial and Advanced Mastery. Oregon's Educational Act for the 21st Century lists the content standard areas: English, mathematics, science, history, civics, geography, economics, the arts and second languages. There are no state content standards and, therefore, no state tests in health education, physical education and technology.

Q How do the Common Curriculum Goals differ from the content standards?

The Common Curriculum Goals are what teachers will teach. The content standards are what teachers will assess for the Certificates of Initial and Advanced Mastery.

Q What are the benchmarks?

The benchmarks are what students are expected to know and be able to do at grades 3, 5, 8 and 10.

Q Who is responsible for getting students to the benchmark expectations?

Teachers in grades leading up to a benchmark year will work as a team to prepare students for achieving benchmark expectations. For example, K-3 teachers will work together to help students achieve the grade 3 benchmarks. Teachers in grades 4 and 5 will help students achieve the grade 5 benchmarks, and so on.

Q How will the content standards be assessed?

English, mathematics, science and the social sciences will be assessed through state tests and local assessments, such as classroom assignments. The arts and second languages will be assessed through local assessments only. Teachers and other school and district staff will develop local assessments.

Q What are performance standards?

Performance standards define how well students must demonstrate what they know and can do. They describe the number, type and minimum scores required on state and local assessments at grades 3, 5, 8 and 10.

Q What must students do to demonstrate they have achieved the performance standards?

Students must attain certain scores on state tests and classroom assignments to achieve the performance standards. State tests will contain multiple choice, essay and mathematics problem-solving questions. Classroom assignments will vary from teacher to teacher and school to school. Teachers and schools will choose the resources and materials they use to teach and assess students. Students must complete specified numbers and types of classroom assignments and achieve required scores on those assignments to meet the performance standards.

Q How will classroom and state assessments be scored?

There will be two scoring systems: one for state multiple choice tests; and one for state essay and problem-solving tests and classroom assignments.

Multiple choice questions on state tests each have a single correct answer. Students receive a scale score based on the number of correct answers compared to the total number of questions on the test, taking into account the difficulty of the questions. This scoring system is similar to the one used for college entrance exams, such as the ACT and SAT.

Classroom assignments and state essay and problem-solving tests require students to produce original work. Students are scored along a scale of one to six. There is a different six-point scoring guide for each content area. Scoring guides for writing, speaking and mathematics are in the last section of this document. The scoring scale on the next page is an example teachers may use to develop scoring guides in other areas.

Q Can the work students produce for regular classroom assignments be used as the required local assessments?

Yes. Student work produced for regular classroom assignments may be used as required local assessments if it is complex enough to be scored on all dimensions of the relevant scoring guide.

QUESTIONS & ANSWERS

SCORING SCALE EXAMPLE

This example of a six-point scoring scale describes general characteristics or qualities of student work. The Department is developing specific scoring guides explaining in more detail the characteristics or qualities to look for in scoring student work.

6	Exemplary	Work at this level is both exceptional and memorable. It shows a distinctive and sophisticated application of knowledge and skills.
5	Strong	Work exceeds the standard. It shows a thorough and effective application of knowledge and skills.
4	Proficient	Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
3	Developing	Work at this level does not yet meet the standard. It shows basic, but inconsistent application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
2	Emerging	Work at this level shows a partial application of knowledge and skills. It is superficial, fragmented or incomplete and needs considerable development. Work at this level contains errors or omissions.
1	Beginning	Work at this level shows little or no application of knowledge and skills. It contains major errors or omissions.

Q When will state assessments occur?

Students will take state tests in English, mathematics, science and the social sciences. They will be phased in according to the following schedule:

1996-97	English, mathematics
1997-98	English, mathematics, science
1998-99 and subsequent years	English, mathematics, science, social sciences

Q Can students who fail to meet the standards on statewide assessments retake the tests?

The Department will provide districts with follow-up tests to give to students who do not meet the standards at grades 3, 5 or 8. Districts may give the follow-up tests to students when they think the students are ready. Beginning in 1998-99, there will be at least three opportunities a year for students to take the grade 10 state tests. Each re-examination will contain a different set of items but will assess the same knowledge and skills.

Q What happens to students who do not meet the standards?

Students who do not meet the standards at grades 3, 5, 8 and 10 are eligible for additional or alternative services or the option to attend another public school.

Students who, even with additional support, do not achieve the Certificate of Initial Mastery may receive an alternative certificate showing what they did achieve. The State Board of Education will further define the alternative certificate during the 1996-97 school year.

Q When will the Certificate of Initial Mastery be implemented?

Districts must be ready to award the Certificate of Initial Mastery to qualified students by the 1998-99 school year. The first Certificate of Initial Mastery in 1998-99 will cover only two areas: English and mathematics. Proficiency in each academic area for the Certificate of Initial Mastery will be phased in according to the following schedule:

1998-1999	English, mathematics
1999-2000	English, mathematics, science
2000-2001	English, mathematics, science, social sciences
2001-2002	English, mathematics, science, social sciences, arts
2002-2003	English, mathematics, science, social sciences, arts, second language

Q What must students do to earn a Certificate of Initial Mastery when it is fully implemented in 2002-2003?

To earn a Certificate of Initial Mastery, students must:

- Achieve grade 10 state performance standards through state and local assessments in English, mathematics, science and the social sciences (history, civics, geography, economics);
- Achieve district performance standards through local assessments in the arts and a second language; and
- Demonstrate the abilities to learn, think, retrieve information, use technology, work effectively as individuals and as individuals in group settings.

Q Given that second language proficiency does not become required for the Certificate of Initial Mastery until 2002-2003, what should schools and districts do now to prepare?

QUESTIONS & ANSWERS

Schools and districts should begin now to discuss what school year to begin offering language instruction, what grade level to begin offering it and what language(s) to offer. Decisions should be based on local needs, desires and resources. To help plan a second language program, you may request a free copy of *Developing Second Language in the Elementary Grades* and *Developing Second Language in the Secondary Grades* from Barbara Slimak, Oregon Department of Education, (503) 378-3310 ext. 485 (or e-mail barbara.slimak@state.or.us).

Q What must students do to earn a Certificate of Advanced Mastery?

To earn a Certificate of Advanced Mastery, students must:

- Participate in an endorsement area;
- Achieve grade 12 state performance standards through state and local assessments in English, mathematics, science, history, civics, geography and economics;
- Achieve district performance standards through local assessments in a second language and the arts; and
- Achieve career-related learning standards through local assessments.

Q What is an endorsement area?

Students will select an area of interest to focus their studies during their junior and senior years of high school. This area of interest, called an endorsement area, will provide students with opportunities to explore career options, apply academic knowledge and skills in practical ways and see how classroom learning is relevant to future educational and career goals. Endorsement areas provide students with a context for academic study, plus opportunities for internships, community service projects, business experiences or other quality career-related learning experiences.

High schools must offer at least one endorsement area to students. School districts will decide what endorsement area or areas to offer. The Department is developing models of six different endorsement areas. Districts may use the state models or design their own, using state guidelines. The six state models are:

- **Arts and Communications**: including literature, the humanities, the arts, architecture, second languages, creative writing, film, journalism, radio and television broadcasting, graphic design and production, advertising and public relations.
- **Business and Management**: including economics, accounting, finance, business management, marketing, sales, entrepreneurship, hospitality and tourism.
- **Health Services**: including medicine, dentistry, nursing, physical therapy, nutrition and fitness.
- **Human Resources**: including law, law enforcement, education, public administration, social services and religion.
- **Natural Resources**: including agriculture, forestry, fisheries, horticulture, wildlife management, earth sciences and environmental sciences.
- **Industry and Engineering**: including engineering, mechanics, manufacturing technology, precision production and construction.

Q What is an endorsement credential?

An endorsement credential will be awarded to students who complete a more comprehensive, in-depth career-related study in an endorsement area. Students may earn an endorsement credential, if they choose, in high school or after graduation. An endorsement credential is not required to earn a Certificate of Advanced Mastery.

Q What is the status of the Certificate of Advanced Mastery standards?

The second draft of the Certificate of Advanced Mastery standards was mailed to all schools and districts in early September. The Department is seeking your comments on the second draft. If you do not receive a copy and would like one, contact Barbara Slimak, Oregon Department of Education, (503) 378-3310 ext. 485 (or e-mail barbara.slimak@state.or.us).

For more information about the Certificate of Advanced Mastery, contact Theresa Levy, Oregon Department of Education, (503) 378-3584 ext. 352 (or e-mail theresa.levy@state.or.us).

Q When will the Certificate of Advanced Mastery be implemented?

Districts will institute programs leading to the Certificate of Advanced Mastery within two school years after the State Board of Education sets the certificate standards. The board is scheduled to set the standards in December 1996. If the board adopts the standards then and, pending legislative review, districts could institute programs as early as the 1998-99 school year.

Q I have more questions. Where do I go from here?

Please see page 9 for a list of Department staff people who can provide additional help and page 10 for a list of other documents available from the Department.

HOW DO THE PIECES FIT TOGETHER?

The Common Curriculum Goals, content standards, benchmarks and performance standards fit together in a fairly simple fashion, based on the specific role each plays in curriculum and assessment. The illustration below depicts the relationships among each piece.

DEFINITION: Broad statement describing content area.

COMMON CURRICULUM GOALS: What teachers will teach.

CONTENT STANDARDS: What will be assessed statewide for the Certificates of Initial and Advanced Mastery.

BENCHMARKS: What will be assessed statewide at grades 3, 5, 8 and 10 as progress toward the certificates. Teachers at K-3 will work together to prepare students for the grade 3 benchmarks. Teachers at 4-5 will prepare students for the grade 5 benchmarks, and so on.

PERFORMANCE STANDARDS: What scores students must achieve on state tests and classroom assignments at the benchmark years to progress toward the Certificates of Initial and Advanced Mastery.

WRITING: Use writing as a tool to learn, reflect and communicate for a variety of audiences and purposes.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.	Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.	Convey main ideas with some supporting details appropriate to audience and purpose.	Convey clear, focused main ideas and supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose.
Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.	Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.	Demonstrate organization by developing a beginning, middle and end with some transitions.	Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.	Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.	Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.
Develop flow and rhythm of sentences.	Develop flow and rhythm of sentences.		Write sentences that flow and vary in length.	Use complex sentences to increase variety in sentence structure.	Use appropriate sentence structure such as parallel structure to enhance meaning.
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, paragraphing and documentation.	Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction and other writing conventions.	Demonstrate some control of correct spelling, grammar, punctuation and capitalization.	Use correct spelling, grammar, punctuation, capitalization and paragraphing.	Use correct spelling, grammar, punctuation, capitalization, paragraphing and documentation.	Use correct spelling, grammar, punctuation, capitalization, paragraphing and documentation.
Express ideas in an engaging and credible way appropriate for audience and purpose.					
Select functional, precise and descriptive words appropriate for audience and purpose.					

WRITING

		MEET STANDARD	EXCEED STANDARD
Grade 3	Students must write two papers showing two different types of writing (i.e., narrative, imaginative, expository and/or persuasive). On a scale of 1 to 6, the papers must demonstrate the ability to:		
n	Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	3	4
n	Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	3	4
n	Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 3	3	4

This document lists content areas in the order in which they will be assessed statewide for the Certificate of Initial Mastery: English, mathematics, science, the social sciences (history, civics, geography, economics), the arts and second languages. Health education, physical education and technology follow as they will not be assessed for the Certificate of Initial Mastery.

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FOR MORE INFORMATION . . .

For more information about the items described in this document, please contact the following people at the Oregon Department of Education.

Common Curriculum Goals, Content Standards, Benchmarks & School Improvement

Department staff answer questions by phone or e-mail, visit schools and provide regional workshops, trainings, presentations and other technical assistance related to the Common Curriculum Goals, content standards, benchmarks and other school improvement issues. For more information, contact the specialist listed below for your county at (503) 378-8004:

County	Contact
Baker, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa	Kelvin Webster, ext. 262, and Marilyn Husser, ext. 250
Benton, Lincoln, Linn	Randy Harnisch, ext. 222
Clackamas, Gilliam, Hood River, Multnomah, Sherman, Wasco, Wheeler	Mary Jean Katz, ext. 232, and Kit Peixotto, ext. 248
Clatsop, Columbia, Tillamook, Washington	Rex Crouse, ext. 261
Coos, Curry, Douglas, Lane	Ray Lindley, ext. 258
Crook, Deschutes, Jefferson, Lake	Wanda Monthey, ext. 257
Jackson, Josephine, Klamath	Wanda Monthey, ext. 257, and Joanne Flint, ext. 259
Marion, Polk, Yamhill	Dawn Billings, ext. 288

Oregon Educational Act for the 21st Century

For more information about Oregon's Educational Act for the 21st Century, contact Tanya Gross at (503) 378-8004 ext. 287 (or e-mail tanya.gross@state.or.us).

Performance Standards

For questions about:

- Reading/literature, writing and speaking assessments, contact Barbara Wolfe, (503) 378-5585 ext. 223 or Wayne Neuburger, (503) 378-5585 ext. 253
- Mathematics assessments, contact Cathy Brown, (503) 378-5585 ext. 297
- Other assessment issues, contact Wayne Neuburger, (503) 378-5585 ext. 253

Certificate of Advanced Mastery

For more information about the Certificate of Advanced Mastery, contact Theresa Levy, (503) 378-3584 ext. 352 (or e-mail theresa.levy@state.or.us).

Extra Copies of this Document

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For More Information...

Call, write, fax or e-mail us:

Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Phone (503) 378-8004
Fax (503) 373-7968
E-mail You can e-mail Department staff by using this syntax:
firstname.lastname@state.or.us

RESOURCES

In addition to this document, the following other documents are available now from the Oregon Department of Education to help schools and districts develop their improvement plans and implement the Certificates of Initial and Advanced Mastery.

Document	Contact
Certificate of Advanced Mastery Standards, Second Draft Review, August 1996	Barbara Slimak (503) 378-3310 ext. 485 barbara.slimak@state.or.us
Guidelines for Developing Consolidated District Improvement Plans (Due June 30, 1997)	Kelvin Webster (503) 378-8004 ext. 262 kelvin.webster@state.or.us

In the 1996-97 school year, the Department is planning to develop:

- Reading/literature, writing, speaking, mathematics at grades 3, 5, 8 and 10
  - Assessment specifications defining content to be assessed
  - Work sample specifications defining procedures for classroom work samples
  - Student work samples

In the 1997-98 school year, the Department is planning to develop:

- Science at grades 3, 5, 8 and 10
  - Scoring guides
  - Assessment specifications defining content to be assessed
  - Work sample specifications defining procedures for classroom work samples
  - Student work samples

In the 1998-99 school year, the Department is planning to develop:

- Social sciences at grades 3, 5, 8 and 10
  - Scoring guides
  - Assessment specifications defining content to be assessed
  - Work sample specifications defining procedures for classroom work samples
  - Student work samples

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COMMON CURRICULUM GOALS

CONTENT STANDARDS, BENCHMARKS & ESSENTIAL LEARNING SKILLS

Adopted by State Board of Education
on September 19, 1996

DEVELOPMENT TIMELINE

The academic content standards and benchmarks for grades 3, 5, 8 and 10 were revised many times in 1995 and 1996 to reflect comments received from teachers, parents, school administrators and others. The following timeline describes the work accomplished over the past year.

- **MARCH-AUGUST 1995:** Teams of parents, educators, business and community representatives develop the first draft of academic content standards for kindergarten through grade 10 in English, mathematics, science, history, civics, geography, economics, the arts and second languages. The Oregon Department of Education mails the first and all subsequent drafts to all schools, school districts, teaching colleges and other members of the public. The Department seeks public feedback on the first draft and receives more than 1,000 written comments.
- **SEPTEMBER-NOVEMBER 1995:** The Department works with groups of parents, teachers and others to revise the first draft to reflect the comments received and produce a second draft.
- **JANUARY 1996:** The Department holds 29 public meetings around the state to gather public comments on the second draft of the content and performance standards. In addition to oral comments at the meetings, the Department receives more than 1,100 written comments.
- **FEBRUARY-MARCH 1996:** The Department works with groups of parents, teachers and others to revise the second draft to reflect the comments received and produce a third draft. The Department seeks public comment on the third draft.
- **APRIL 1996:** The third draft is revised to reflect comments received and a fourth draft is produced. The State Board of Education reviews the fourth draft of the kindergarten through grade 10 academic content standards in English, mathematics, science, history, civics, geography, economics, the arts and second languages and the performance standards in English and mathematics.
- **MAY-JUNE 1996:** With help from parents, teachers and others, the Department produces its first draft of grade 12 academic content and career-related learning standards. The Department holds 24 public meetings around the state to gather feedback on the grade 12 standards.
- **JULY 1996:** A panel of national experts reviews Oregon's proposed content and performance standards. The panel issues a report, describing Oregon's standards as rigorous and highlighting the state's comprehensive testing system as a powerful tool to hold students accountable for achieving the standards. The report cites Oregon as the first state to request scrutiny of its proposed standards by an outside team of experts. The April 1996 draft is revised to reflect the panel's comments and a fifth draft is produced.
- **AUGUST 1996:** The Department holds a public meeting in Salem to gather additional public comments on the fifth draft of the kindergarten through grade 10 academic content and performance standards. About 45 people attend the hearing. The Department revises the fifth draft based on oral and written comments received and produces a sixth draft.
- **SEPTEMBER 1996:** The State Board of Education adopts the sixth draft of the kindergarten through grade 10 academic content standards in English, mathematics, science, history, civics, geography, economics, the arts and second languages and the performance standards in English and mathematics.

ENGLISH

English includes knowledge of the language itself, its use as a basic means of communication, and appreciation of its artistry as expressed in literature. The study of English prepares students to understand and use information and to communicate fluently and effectively.

READING: Comprehend a variety of printed materials.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Recognize, pronounce and know the meaning of words by using phonics, language structure, contextual clues and visual cues.	Recognize, pronounce and know the meaning of words in text.	Read accurately by using phonics, language structure, word meaning and visual cues. Read orally with natural phrasing, expressive interpretation, flow and pace.			
		Determine meanings of words using contextual clues and illustrations.	Determine meanings of words using contextual clues, illustrations and other reading strategies.	Determine meanings of words using contextual and structural clues and other reading strategies.	Determine meanings of words, including those with multiple meanings, using contextual and structural clues and other reading strategies.
Use a variety of reading strategies to increase comprehension and learning.	Locate information and clarify meaning by skimming, scanning, close reading and other reading strategies.	Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables.	Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables.	Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables.	Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, tables and other reference sources.
Demonstrate literal comprehension of a variety of printed materials.	Demonstrate literal comprehension of a variety of printed materials.	Retell, summarize or identify sequence of events, main ideas and facts in literary and informative selections.	Identify in literary, informative and practical selections sequence of events, main ideas, facts and supporting details.	Identify in literary, informative and practical selections sequence of events, main ideas, facts, supporting details and opinions.	Identify in literary, informative and practical selections sequence of events, main ideas, facts, supporting details and opinions.
Demonstrate inferential comprehension of a variety of printed materials.	Demonstrate inferential comprehension of a variety of printed materials.	Identify cause and effect relationships and make simple predictions.	Identify relationships, images, patterns or symbols and draw conclusions about their meanings.	Identify relationships, images, patterns or symbols and draw conclusions about their meanings.	Identify relationships, images, patterns or symbols and draw conclusions about their meanings.
Demonstrate evaluative comprehension of a variety of printed materials.	Demonstrate evaluative comprehension of a variety of printed materials.		Analyze and evaluate information and form conclusions.	Analyze and evaluate whether a conclusion is validated by the evidence in a selection.	Analyze and evaluate whether an argument, action or policy is validated by the evidence in a selection.

READING (continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Connect reading selections to other texts, experiences, issues and events. Read for enjoyment and information.	Draw connections and explain relationships between reading selections and other texts, experiences, issues and events.		Extend and deepen comprehension by relating text to other texts, experiences, issues and events.	Extend and deepen comprehension by relating text to other texts, experiences, issues and events.	Extend and deepen comprehension by relating text to other texts, experiences, issues and events.

WRITING: Use writing as a tool to learn, reflect and communicate for a variety of audiences and purposes.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details. Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs. Develop flow and rhythm of sentences. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, paragraphing and documentation. Express ideas in an engaging and credible way appropriate for audience and purpose. Select functional, precise and descriptive words appropriate for audience and purpose.	Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details. Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs. Develop flow and rhythm of sentences. Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction and other writing conventions.	Convey main ideas with some supporting details appropriate to audience and purpose. Demonstrate organization by developing a beginning, middle and end with some transitions. Demonstrate some control of correct spelling, grammar, punctuation and capitalization.	Convey clear, focused main ideas and supporting details appropriate to audience and purpose. Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions. Write sentences that flow and vary in length. Use correct spelling, grammar, punctuation, capitalization and paragraphing.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose. Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions. Use complex sentences to increase variety in sentence structure. Use correct spelling, grammar, punctuation, capitalization, paragraphing and documentation.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose. Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions. Use appropriate sentence structures such as parallel structure to enhance meaning. Use correct spelling, grammar, punctuation, capitalization, paragraphing and documentation

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COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) in appropriate contexts. Use a variety of written forms (e.g., journals, essays, short stories, poems, research papers, business communications and technical writing) to express ideas and multiple media to create projects, presentations and publications. Reflect upon and evaluate own writing. Use multi-step writing process (e.g., identify audience and purpose, generate ideas, plan and draft, collaborate and confer, revise and publish) to express ideas.	Use a variety of modes and written forms to express ideas.	Use a variety of modes (e.g., narrative, imaginative, expository, persuasive).	Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) to express ideas appropriate to audience and purpose.	Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, business memos or communications, research papers or technical reports) to express ideas appropriate to audience and purpose.	Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, business memos or communications, research papers or technical reports) to express ideas appropriate to audience and purpose.

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SPEAKING AND LISTENING: Speak effectively for a variety of audiences and purposes and listen effectively to gather information.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
SPEAKING					
Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.	Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.	Convey main ideas with some supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose.
Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.	Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.	Demonstrate organization by developing a beginning, middle and end with some transitions.	Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.	Demonstrate organization by developing a beginning, middle and end and by providing clear sequencing of ideas and transitions.	Demonstrate organization by developing a beginning, middle and end and by providing clear sequencing of ideas and transitions.
Select words that are correct, functional and appropriate to audience and purpose.	Select words that are correct, functional and appropriate to audience and purpose.		Use descriptive and accurate words appropriate to audience and purpose.	Use descriptive and accurate words appropriate to audience and purpose.	Use a variety of descriptive and accurate words appropriate to audience and purpose.
Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures and other nonverbal techniques.	Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.	Demonstrate some control of eye contact and speak at an appropriate rate and volume.	Demonstrate control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.	Demonstrate control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.	Demonstrate fluent delivery with varied inflections, effective eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.
LISTENING					
Analyze and evaluate verbal and nonverbal messages and the way they are delivered.					
Demonstrate effective listening strategies.					

LITERATURE: Understand how literature records, reflects, communicates and influences human events.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Read a variety of literary forms (e.g., novels, poems, plays, short stories, autobiographies, essays) of varying complexity from a variety of cultures and time periods.	Read selections from a variety of cultures and time periods and recognize distinguishing characteristics of various literary forms.	Read and identify stories, poems, plays and nonfiction from a variety of cultures and time periods.	Read and identify literary forms, including novels, short stories, poetry, plays and nonfiction from a variety of cultures and time periods.	Read and identify distinguishing characteristics of a variety of literary forms, including novels, short stories, poetry, plays and nonfiction from a variety of cultures and time periods.	Read and identify distinguishing characteristics of a variety of literary forms, including novels, short stories, poetry, plays and nonfiction from a variety of cultures and time periods.
Evaluate how the form of a literary work and the use of literary elements and devices (e.g., setting, plot, theme, character, word choice, point of view, tone, language) contribute to the work's message and impact.	Analyze the author's ideas, techniques and methods and make supported evaluations about the selection.	Identify elements of literature such as character, plot and setting.	Analyze how the development of character, plot and setting contribute to the overall impact of the selection.	Evaluate the effectiveness of literary elements such as character, plot, setting, theme and conflict/resolution on the overall impact of the selection.	Evaluate the effectiveness of literary elements such as character, plot, setting, theme, conflict and resolution on the overall impact of the selection.
			Identify theme in a literary work.	Identify and examine the treatment of similar themes in various literary works.	Identify and examine the treatment of similar themes in various literary works.
			Identify literary devices such as similes, rhyme and dialogue.	Examine the purpose of literary devices such as figurative language, allusion, dialect and dialogue in a literary selection.	Examine literary devices such as figurative language, allusion, dialect, dialogue and symbolism and analyze their impact on a selection.
			Identify the author's purpose and recognize how structure and word choice contribute to it.	Identify the author's purpose and examine how stylistic decisions (e.g., structure, point of view, word choice, exaggeration) contribute to it.	Identify the author's purpose and analyze how stylistic decisions (e.g., structure, point of view, word choice, exaggeration) contribute to it.
Understand how literature is influenced by historical, cultural, social and biographical factors.	Analyze how literary works both influence and are influenced by history, society, culture and the author's life experiences.	Compare fables and stories from two or more cultures.	Describe the ways in which a writer has been influenced by life experiences.	Make connections between literary themes or messages and historical, social and cultural issues or events.	Analyze and evaluate the ways in which a writer has influenced or has been influenced by historical, social and cultural issues or events.

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MEDIA AND TECHNOLOGY: Use a variety of media and technology to obtain and communicate information.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Select and apply appropriate media and technology (current and emerging) to a task or topic. Acquire information from print, visual and electronic sources, including the Internet. Produce visual forms that enhance the impact of a product or presentation. Record and store data in a variety of formats (e.g., data bases, audiotapes, videotapes). Demonstrate ethical use of resources and materials (e.g., copyright, citations of sources). Evaluate significance and accuracy of information and ideas presented in written, oral and visual communications.					

MATHEMATICS

Mathematics uses numbers and symbols to define, communicate and solve problems.

CALCULATIONS AND ESTIMATIONS: Select and apply mathematical operations in a variety of contexts.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
COMPUTATION Read, write and order real numbers. Demonstrate meanings of numbers (e.g., whole numbers, fractions, decimals, integers, rational numbers, percents, exponents, square roots, real numbers, absolute value, scientific notation) using physical models and technology. Construct, use and explain procedures to compute. Select and use appropriate methods and tools for computing with numbers (e.g., mental calculation, paper and pencil, calculator, computer) and determine whether results are accurate and reasonable.	Compute with whole numbers, fractions, decimals, integers using paper and pencil, calculators and computers.	Perform whole number calculations using paper and pencil and calculators.	Model, explain and perform calculations on whole numbers, fractions and decimals, using paper and pencil and calculators.	Perform calculations on whole numbers, fractions, decimals and integers using paper and pencil, calculators and/or computers.	Perform numeric and algebraic calculations using paper and pencil, calculators and computer programs.
ESTIMATION Use number sense to estimate and justify solutions to problems. Develop, apply and explain a variety of estimation strategies and assess their appropriateness.	Use estimation to solve problems and check the accuracy of solutions.	Estimate solutions to problems and determine if the results are accurate and reasonable.	Estimate solutions to problems and determine if the results are accurate and reasonable.	Estimate solutions to problems and determine if the results are accurate and reasonable.	Estimate solutions to problems and determine if the results are accurate and reasonable.

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CALCULATIONS AND ESTIMATIONS (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
APPLICATION OF NUMBER THEORIES, RULES AND ALGORITHMS Apply number theory concepts to represent numbers in various ways. Demonstrate relationships among numbers (e.g., fractions, decimals, percents, ratios, proportions). Use physical models to demonstrate conceptual meanings for addition, subtraction, multiplication and division. Use ratios, proportions and percents to solve problems. Develop, test and explain real number concepts. Construct and apply mathematical rules and algorithms to solve problems.	Apply number theories, mathematical rules and algorithms to solve problems.	Apply concepts of place value and grouping in whole number operations.	Apply concepts of primes, factors and multiples in whole number, fraction and decimal operations.	Demonstrate the relationships among whole number, decimal, integer, percent, exponent and integer operations.	Use the relationships among whole number, decimal, integer, percent, exponent and integer operations.

MEASUREMENT: Select and use units and tools of measurement.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
UNITS AND TOOLS Select and use appropriate standard and nonstandard units and tools of measurement. Select and use appropriate units, tools and techniques to measure to the degree of precision and accuracy desired in particular situations. Develop physical references for commonly used measures.	Develop understanding of measurement and apply appropriate units and tools.	Develop understanding of measurement and concepts related to length, perimeter, weight, area, volume, time, temperature, money and angle.	Develop understanding of measurement related to length, perimeter, weight, area, volume, time, temperature, money and angle.	Select and use appropriate units and tools to measure to the degree of accuracy required in particular situations.	Apply appropriate units and tools to measure to the degree of accuracy required in particular situations.
DIRECT METHODS Describe, estimate and use measures of length, perimeter, weight, time, temperature, money and capacity. Read and interpret various scales (e.g., number lines, graphs, maps). Relate change in an object's linear measurements to change in its perimeter, area and/or volume.	Apply direct methods of measurement in metric, U.S. customary and other systems.	Measure length, weight, area, time and temperature using standard and nonstandard units of measurement.	Measure length, weight, area, time, temperature, volume and angle using standard and nonstandard units of measurement.	Measure perimeter, weight, area, temperature, volume, angle and distance using standard and nonstandard units of measurement.	Measure perimeter, weight, area, temperature, volume, angle and distance of regular and irregular shapes using standard and nonstandard units of measurement.
INDIRECT METHODS Derive and use various methods including trigonometric ratios to measure geometric figures. Measure quantities indirectly using algebra, geometry or trigonometry. Develop and use formulas and procedures to solve problems involving measurement. Solve problems using measurement of two- and three-dimensional figures.	Apply indirect methods of measurement (e.g., formulas, estimates).	Estimate measurements of length and weight.	Make and use estimates of length, weight, capacity, angle, money and time.	Use tools, scale drawings, models and formulas to estimate and calculate length, weight, angle, volume, distance, area, perimeter and speed.	Use formulas and other indirect measures (e.g., trigonometry, scale drawings) to calculate length, weight, angle, volume, distance, area, perimeter and temperature.

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STATISTICS AND PROBABILITY: Collect, organize, display, interpret and analyze facts, figures and other data.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
ORGANIZATION OF DATA Read, construct and interpret displays of data (e.g., charts, tables, graphs) using appropriate techniques and technologies. Formulate hypotheses, design and conduct experiments using appropriate technology, draw conclusions based on data and communicate results.	Create charts, tables, graphs and use statistics to summarize data, draw inferences and make predictions.	Collect, organize, display and describe simple data using number lines, bar graphs and line graphs.	Collect and analyze data to formulate and solve problems. Create and interpret displays summarizing collected data using number lines, bar graphs, line graphs, circle graphs, stem and leaf plots and histograms.	Create, interpret and analyze charts, tables and graphs to make conclusions.	Create, analyze, draw inferences and make predictions from charts, tables and graphs summarizing data from real-world situations. Use data analysis, such as curve fitting and population sampling, to evaluate hypotheses, predict and make statistical claims.
PROBABILITY Generate, compare and analyze data to draw inferences and make predictions, using experimental and theoretical probability. Determine probabilities through experiments or simulations (e.g., counting to determine possible outcomes). Use experimental and theoretical probability to represent and solve problems.	Determine the probability that an event will occur.	Use concepts of probability such as likely, unlikely and certain.	Make predictions using experimental probability. Express concepts of probability, including ratios.	Compare and make predictions using experimental and theoretical probability.	Use experimental or theoretical probability to solve problems and determine the probability of an event.

STATISTICS AND PROBABILITY (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
STATISTICS Display and use measures of central tendency and variability (e.g., mean, median, mode, range, quartiles). Analyze data to determine strength of relationships between sets, draw conclusions and make predictions. Analyze and evaluate statistical claims and arguments for erroneous conclusions and/or distortions. Solve problems using various strategies for making combinations and/or permutations.	Carry out and describe experiments using appropriate statistics.	Carry out simple experiments and simulations and compare the predicted and actual outcomes.	Formulate and solve problems that involve collecting and analyzing data.	Design and carry out probability experiments and simulations. Make inferences and convincing arguments based on sample size and collected data.	Design a statistical experiment to study a problem, using such things as normal distribution, simulation and modeling. Conduct the experiment, interpret and communicate the outcome.

ALGEBRAIC RELATIONSHIPS: Describe and determine generalizations through patterns and functions and represent in multiple ways.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
PATTERNS, FUNCTIONS AND OPERATIONS. Create, extend and reproduce patterns, using a variety of materials. Use patterns and functions to describe (model) problems. Recognize and use patterns, functions and algebraic operations to solve problems. Use a variety of methods and tools to solve equations.	Use patterns, functions and algebraic operations to represent and solve problems.	Recognize, create, describe and extend numeric and geometric patterns.	Recognize, create, describe and extend a wide variety of numeric and geometric patterns.	Describe, use, analyze and create patterns, functions and arithmetic and geometric sequences to represent and solve problems. Investigate and solve linear and nonlinear equations and inequalities, using concrete, formal and informal methods.	Model situations and solve problems using linear and nonlinear functions and inequalities. Use recursive relationships and/or matrices to represent and solve problems.
REPRESENTATIONS OF MATHEMATICAL RELATIONSHIPS Describe patterns and other relationships using tables, graphs and open sentences (e.g., variables, expressions, equations and inequalities). Observe, analyze and explain relationships (e.g., how a change in one quantity can produce a change in another).	Represent patterns and mathematical relationships, using symbols, graphs, numbers and words.	Represent and describe mathematical relationships, using words, symbols, pictures and/or manipulatives.	Create and use tables, graphs and rules to represent and describe mathematical relationships. Use variables and open sentences to express algebraic relationships. Model how a change in one quantity can result in a change in another.	Represent mathematical relationships using tables, graphs, patterns, generalizations and equations. Analyze relationships to explain how a change in one quantity results in a change in another.	Represent and analyze discrete structures and continuous functions using tables, graphs, matrices, generalizations and equations. Solve equations using symbolic, graphic and numeric strategies. Translate among numeric, symbolic and graphic representations of functions (e.g., linear, exponential, polynomial, inverse, step and trigonometric).

GEOMETRY: Reason about geometric figures and properties and use models, coordinates and transformational geometry to solve problems.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
CONCEPTS AND PROPERTIES Identify, describe, draw, compare and classify physical models of geometric figures. Construct two- and three-dimensional models using a variety of materials and tools. Make and test conjectures about geometric shapes and their properties, incorporating technology where appropriate. Describe, analyze and reason about the properties of two- and three-dimensional figures.	Apply concepts and properties of geometric figures to solve problems	Sort, classify and describe shapes. Use concrete experiences to visualize and represent two- and three-dimensional geometric figures.	Construct, draw, measure and compare shapes. Visualize and represent two- and three-dimensional geometric figures.	Identify, classify, draw and describe geometric figures. Visualize and represent geometric properties of two- and three-dimensional figures.	Interpret, draw and describe two- and three-dimensional objects. Represent and solve problems applying geometric models and properties of figures (e.g., Pythagorean Theorem).
RELATIONSHIPS Recognize geometric shapes and their properties and prove relationships between them. Relate geometric ideas to measurement and number sense. Find and analyze relationships among geometric figures using transformations (e.g., reflections, translations, rotations, dilations). Prove solutions using geometric relationships, spatial reasoning and coordinate geometry.	Using given assumptions, determine properties of geometric figures and prove or justify relationships between them.	Describe changes in shapes as they move through reflections and rotations. Identify properties of geometric figures and combinations of shapes.	Identify and predict the effects of combining, dividing and changing shapes as in transformations, relations and reflections. Investigate and predict the results of geometric properties such as perimeter, area and volume when combining, dividing and changing shapes.	Using transformations, rotations, reflections and given assumptions, justify properties of geometric figures. Use coordinate geometry to solve problems.	Using given assumptions, justify or generalize relationships between properties of figures. Explore, deduce or prove characteristics of figures, using transformations, coordinates and/or other geometric properties.

MATHEMATICAL PROBLEM SOLVING: Design, use and communicate a variety of mathematical strategies to solve problems.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
CONCEPTUAL UNDERSTANDING Identify problems. Select pertinent information from problems to solve them. Understand and evaluate multiple approaches to solve problems.	Identify problems and select information to solve them.	Use pictures, models, diagrams and symbols to show main mathematical concepts in the problem. Select and use relevant information in the problem to solve it.	Use pictures, models, diagrams and symbols to show main mathematical concepts in the problem. Select and use relevant information in the problem to solve it.	Use pictures, models, diagrams and symbols to show main mathematical concepts in the problem. Select and use relevant information in the problem to solve it.	Use pictures, models, diagrams and symbols to show main mathematical concepts in the problem. Select and use relevant information in the problem to solve it.
PROCESSES AND STRATEGIES Develop and apply problem-solving strategies accurately to solve problems and verify solutions. Make reasonable estimates.	Develop and apply problem-solving strategies accurately to solve problems and verify solutions.	Select and use mathematical strategies to solve problems. Review the process and strategy.	Select and use mathematical strategies to solve problems. Review the process and strategy.	Select and use appropriate mathematical strategies. Apply graphic and/or numeric models to solve the problem. Review the process and strategy.	Select and complete appropriate mathematical strategies. Apply graphic, numeric and/or abstract models to solve the problem. Review the process and strategy.
COMMUNICATION Communicate solutions in an easily understood manner. Illustrate problem-solving strategies with relevant, clear sketches that enhance understanding. Make justified, logical statements.	Communicate solution process in an easily understood manner.	Present the problem's main idea clearly. Use appropriate mathematical terminology.	Present the problem's main idea clearly with supporting details to show reasoning. Use appropriate mathematical terminology.	Present the work in an organized manner with clear reasoning applicable to the problem. Use appropriate mathematical terminology.	Present the work in an organized manner with clear reasoning applicable to the problem. Use appropriate mathematical terminology.
INTERPRET REASONABLENESS Generalize solutions and strategies to new problem situations. Review and verify solutions to prove their accuracy and reasonableness.	Review solutions to see if they are accurate and reasonable.	Accurately compute and/or apply models to solve problems. Review the work and support the reasonableness of the results.	Accurately compute and/or apply models to solve problems. Review the work and support the reasonableness of the results.	Accurately compute and/or apply models to solve problems. Review the work and support the reasonableness of the results.	Accurately compute and/or apply models to solve problems. Review the work and support the reasonableness of the results

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SCIENCE

Science is the rational and systematic observation, identification, description, experimental investigation and theoretical explanation of natural events. The interrelated areas of scientific study attempt to answer questions about the physical and living world.

UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Apply foundation concepts of change, cycle, cause and effect, energy and matter, evolution, perception and fundamental entities.	Use concepts and processes of:				
	Change, constancy and measurement;	Identify examples of change.	Describe and explain different rates of change.	Identify and explain patterns of change in cycles and trends.	Apply the laws of conservation to examples of change.
		Arrange parts of a cycle.	Diagram and explain a cycle.		
Apply explanatory concepts of model, system, theory, probability, and replication.	Systems, order and organization;	Classify a set of objects based upon specific characteristics.	Recognize and diagram the parts of a system. Identify interactions among those parts.	Identify a system's inputs and outputs. Explain the effects of changing the system's components.	Analyze feedback mechanisms in systems.
Apply comparison concepts of gradient, scale, symmetry, quantification and invariance.	Evidence, models and explanation;	Compare objects, drawings and constructions to the real things they represent.	Use models to explain how objects, events and/or processes work in the real world.	Use a model to make predictions and inferences about familiar and unfamiliar phenomena in the natural world.	Use conceptual and/or mathematical models to explain natural systems.
Apply relationship concepts of population, equilibrium, force, interaction, field, structure and function, time and space, and order.	Evolution and equilibrium; and	Identify examples of change over time.	Describe cause and effect relationships in biological and physical systems.	Evaluate evidence of physical and biological changes over time.	Analyze how physical, biological or geological systems maintain equilibrium.
Use basic scientific process skills to observe, measure, use numbers, classify, question, infer, hypothesize and communicate.	Structure and function.	Identify structures that serve different functions.	Describe physical and biological examples of how structure relates to function.	Compare and contrast structures and functions in physical and biological examples.	Analyze structure and function at various levels of organization (cellular, organism, system, etc.)
Use integrated scientific process skills to predict, design experiments, control variables, interpret data, define operations and formulate models.					

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PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
MATTER					
Understand structure and properties of matter.	Identify structures and properties of matter.	Describe objects according to their physical properties.	Identify substances as they exist in different states of matter.	Compare and contrast the physical and chemical properties of specific substances.	Describe and explain properties of elements and their relationship to the periodic table.
Understand chemical and physical changes.	Describe chemical and physical changes.		Describe the ability of matter to change state by heating and cooling.	Explain common chemical reactions. Compare physical and chemical changes.	Analyze the effects of various factors on chemical reactions. Describe and explain chemical reactions using chemical symbols.
FORCE AND MOTION					
Understand fundamental forces, their forms and effects on motion.	Describe electrical, magnetic, gravitational and other forces and the motions resulting from them.	Describe an object's position and how to affect its movement.	Identify examples of magnetism and gravity exerting force on an object. Describe and compare the motion of objects.	Explain interactions between force and matter and relationships among force, mass and motion.	Describe and explain the effects of multiple forces acting on an object.
ENERGY					
Understand the interactions of energy and matter.	Explain the interaction of energy and matter.	Identify common forms of energy.	Identify forms and behaviors of various types of energy. Describe examples of energy transfer.	Compare and contrast forms and behaviors of various types of energy. Describe and explain a variety of energy transfers and transformations.	Describe waves (e.g., sound, seismic, electromagnetic) as a means of transmitting energy. Describe and analyze examples of conservation of energy.

LIFE SCIENCE: Understand structure, functions and interactions of living organisms and the environment.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
ORGANISMS Understand the characteristics, structure and functions of organisms.	Describe the characteristics, structure and functions of organisms.	Classify organisms based on a variety of characteristics.	Describe basic plant and animal structures and their functions. Describe the basic needs of living things.	Describe and explain the structure and functions of an organism in terms of cells, tissues and organs. Describe and explain the relationship and interactions of organ systems.	Describe, explain and compare the structure and functions of cells in organisms.
HEREDITY Understand the transmission of traits in living things.	Describe the transmission of traits in living things.		Describe the life cycle of an organism.	Describe how the traits of an organism are passed from generation to generation.	Analyze the structure and function of DNA and its role in information transfer from one generation to the next, including laws of heredity.
DIVERSITY/ INTERDEPENDENCE Understand the relationships among living things and between living things and their environments.	Explain the behavior and interdependence of organisms in their natural environment. Describe the principles of natural selection and adaptation.	Describe a habitat and the organisms that live there. Identify how some animals gather and store food, defend themselves and find shelter.	Describe the relationship between characteristics of specific habitats and the organisms that live there. Describe how adaptations help an organism survive in its environment.	Identify and describe the factors that influence or change the balance of populations in their environment. Describe and explain how living things have changed over geological time using fossils and other evidence.	Describe and analyze the effect of human activity on an ecosystem. Analyze the theory of natural selection as a mechanism for change over time.

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EARTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
THE DYNAMIC EARTH					
Understand the properties and limited availability of the materials which make up the Earth.	Identify the structure of the Earth system and changes that can occur in its physical properties.	Identify materials that make up the Earth.	Compare and contrast the properties and uses of Earth materials.	Describe how the Earth's surface changes over time.	Analyze the ongoing evolution of the Earth system.
Understand changes occurring within the lithosphere, hydrosphere and/or atmosphere of the Earth.	Explain changes occurring within the lithosphere, hydrosphere and/or atmosphere of the Earth.	Identify daily and seasonal weather changes.	Describe patterns of seasonal weather and climate.	Explain the water cycle and its relationship to weather and climatic patterns.	Analyze energy transfer and its effects on global climate.
THE EARTH IN SPACE					
Understand the Earth's place in the solar system and the universe.	Explain relationships among the Earth, sun, moon and the solar system.	Identify and trace the movement of objects in the sky.	Describe the Earth's place in the solar system and the patterns of movement of objects within the solar system.	Explain the relationship of the Earth's motion to the day, the year, the phases of the moon and the eclipses.	Describe how the Earth's motions and tilt on its axis leads to changes in the seasons.
THE UNIVERSE					
Describe natural objects, events and processes outside the Earth, both past and present.					

HISTORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge and the history of science as it relates to and clarifies scientific inquiries.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Understand that science is a human endeavor practiced by individuals from many different cultures.	Describe science as a human endeavor.		Identify different ways and places in which scientists work.	Describe ways scientists differ in the phenomena they study and how they go about their investigations.	Explain how scientists' investigations and interpretations have been influenced by societal, cultural and personal beliefs.
Understand that scientific knowledge is subject to change based on new findings and results of scientific observation and experimentation.	Explain how scientific knowledge changes by evolving over time, almost always building on earlier knowledge.		Identify examples of how scientific knowledge changes over time.	Describe and explain how scientific knowledge and processes have changed over time.	Analyze advances in science and technology that have had important long-lasting effects on science and society.
Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments and skepticism.	Explain that scientific knowledge is developed through the use of empirical standards, logical arguments and skepticism.			Identify in scientific investigations examples of the use of logic, respect for rules of evidence, openness to criticism and public reporting of methods and procedures.	Analyze scientific investigations for the use of logic, respect for the rules of evidence, openness to criticism and public reporting of methods and procedures.

SCIENCE AND TECHNOLOGY: Understand the interconnections among science, technology and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand the relationship that exists between science and technology. Understand the process of technological design to solve problems and meet needs.					

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES: Understand that science provides a basis for understanding and acting on personal and social issues.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Describe the role of science and technology in local, national and global issues. Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems and natural resource supplies. Explain risks and benefits in personal and community health from a science perspective.					

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SCIENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Identify scientific questions and form hypotheses that are based on observations and can be tested through scientific investigations.	Identify testable questions and form hypotheses based on observations.	Ask questions about objects, organisms and events that are based on observations and can be explored through simple investigations.	Ask questions and make predictions that are based on observations and can be explored through simple investigations.	Ask questions and form hypotheses that are based on observations, scientific concepts and can be explored through scientific investigations.	Ask questions and form hypotheses that are based on observations, scientific concepts and can be tested through scientific investigations.
Design and conduct scientific investigations using knowledge of unifying concepts and processes, appropriate tools and techniques.	Design and conduct investigations to answer questions and verify hypotheses.	Plan and conduct a simple investigation.	Design and conduct an investigation to answer questions or verify predictions.	Design and conduct a scientific investigation to answer questions or verify hypotheses.	Design and conduct a scientific investigation that controls variables and applies relevant mathematics and technologies.
Use analysis and interpretation to formulate explanations and draw reasonable conclusions based on the results of an investigation.	Analyze data collected from an investigation, draw conclusions and explain results.	Use the data collected from an investigation to explain the results.	Analyze, interpret and summarize data from investigations.	Analyze and summarize data including possible sources of error. Explain results and offer reasonable and accurate interpretations and conclusions.	Analyze data and evaluate sources of error and/or bias. Propose explanations that are supported by data and knowledge of science concepts and principles.
Communicate investigations, explanations and conclusions.	Communicate and defend findings using scientific arguments.	Communicate findings and explanations through speaking, writing, drawings, graphs and/or charts.	Report results through speaking, writing, graphs and charts.	Communicate and evaluate an investigation and findings through multiple modes.	Communicate and defend a logical scientific argument based on findings from an investigation.

SOCIAL SCIENCES

The study of the social sciences (history, civics, geography and economics) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships and make connections between past, present and future.

HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
HISTORICAL RELATIONSHIPS Interpret and reconstruct chronological relationships. Analyze cause-and-effect relationships, including multiple causation. Understand relationships among events, issues and developments in different spheres of human activity (i.e., economic, social, political, cultural). Recognize and interpret change and continuity within four broad content themes: interaction of people, cultures and ideas; economic and technological developments and their impact on society; American politics and political thought; role of the United States in the world. Understand how contemporary perspectives affect historical interpretations.	Understand and represent chronological order, sequences and relationships in history.	Recognize calendar time by days, weeks, months, years, decades and centuries and their relationships. Describe a cause-and-effect relationship between two events.	Sequence events in chronological order. Describe cause-and-effect relationships, considering the influence of individuals and events. Recognize change and continuity over time within the following content theme: the interaction of people, cultures and ideas.	Represent dates and chronological sequences in history. Identify multiple causes of a single event and explain how a single event can impact more than one sphere of human activity. Describe change and continuity over time within the following content theme: economic and technological developments and their impact on society.	Represent dates and chronological sequences in history. Recognize and explain relationships among events, issues and developments in different spheres of human activity. Describe change and continuity over time within the following two content themes: American politics and political thought; and the role of the United States in the world.

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COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
UNITED STATES HISTORY Understand and interpret events, issues and developments within and across eras of United States history: **Era 1**: Three Worlds Meet (Beginnings to 1620) **Era 2**: Colonization and Settlement (1585-1763) **Era 3**: Revolution and the New Nation (1754-1820s) **Era 4**: Expansion and Reform (1801-1861) **Era 5**: Civil War and Reconstruction (1850-1877) **Era 6**: Development of the Industrial United States (1870-1900) **Era 7**: Emergence of Modern America (1890-1930) **Era 8**: Great Depression and World War II (1929-1945) **Era 9**: Post-war United States (1945-1970s) **Era 10**: Contemporary United States (1968-present)	Explain and interpret significant events, issues and developments in U.S. history.	Explain why a key individual or event in U.S. history is important. Describe how life in the United States today is different from and similar to life in the United States over the past 50 years.	Interpret major events, issues and developments involved in making a new nation within the following topic areas: Land and People Before Columbus; Age of Exploration; Settling the Colonies and the Trans-Appalachian West; War for Independence; and Westward Expansion.	Interpret major events, issues and developments around issues of growth and conflict within the following topic areas: The Constitution of the United States; Emergence of Sectional Differences in Northeast, South and West; Civil War and Reconstruction; and Rise of Industrial America and Closing of the Frontier.	Interpret major events, issues and developments around issues of continuity and change in the 20th century within the following topic areas: Progressive Era; World War I; Jazz Age; Great Depression; World War II; and Linking Past to Present: Post-war America and Contemporary Issues.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
WORLD HISTORY Understand and interpret events, issues and developments within and across eras of world history: **Era 1**: Beginnings of Human Society **Era 2**: Early Civilizations and the Emergence of Pastoral Peoples (4000 BC-1000 BC) **Era 3**: Classical Traditions, Major Religions and Giant Empires (1000 BC-300 AD) **Era 4**: Expanding Zones of Exchange and Encounters (300-1000) **Era 5**: Intensified Hemispheric Interactions (1000-1500) **Era 6**: Emergence of the First Global Age (1450-1770) **Era 7**: Age of Revolutions (1750-1914) **Era 8**: Half-Century of Crisis and Achievement (1900-1945) **Era 9**: 20th Century since 1945: Promises and Paradoxes	Understand and interpret significant developments in world history.			Describe major developments in world history as they relate to: Ancient Civilizations –China –Mesopotamia, Egypt –Hebrews, Greeks –Rome Medieval and Early Modern Times –Rise of Arabic World –African States –Civilizations of the Americas (Mayas, Incas, Aztecs) –Feudal Societies of Japan and Europe –Europe During the Renaissance and Reformation –Early Modern Europe: Age of Exploration and Enlightenment (rise of democratic ideas) –Industrial Revolution	Explain major developments in world history as they relate to: The Modern World –Rise of Imperialism and Colonialism –World War I and its Consequences –Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia –World War II: Causes and Consequences –Nationalism after World War II
STATE AND LOCAL HISTORY Understand and interpret events, issues and developments in the history of one's family, local community and culture. Understand and interpret the history of the state of Oregon.					

CIVICS: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
STRUCTURE, FUNCTION AND ROLE OF GOVERNMENT Describe the organization, responsibilities and interrelationships of local, state and federal government in the United States. Identify the roles of the three branches of government and explain how their powers are distributed and shared.	Describe the structure and function of local, state and federal government in the United States.	Describe services provided by local government, such as fire and police protection and library services.	Identify examples of authority and the use of power without authority.	Explain how legislative, executive and judicial powers are distributed and shared among the three branches of government. Describe the roles and relationships among local, state and federal government.	Identify problems and solutions related to the distribution of power between the legislative, executive and judicial branches of government.
PRINCIPLES, IDEALS AND DOCUMENTS OF THE U.S. GOVERNMENT Understand historic, geographic, social and economic factors that help shape American society and ideas about government, including the structure and meaning of the Constitution and Bill of Rights. Describe the principles and ideals of American democracy (e.g., individual rights, public good, self government, justice, equality, popular sovereignty, constitutional government, rule of law, separation of powers, checks and balances, federalism).	Explain the principles and ideals upon which the government of the United States is based.	Identify the purposes of rules and laws.	Explain the relationship between individual rights and responsibilities.	Interpret the meaning of specific rights guaranteed in the U.S. Constitution, including liberty, free expression, privacy, due process and equal protection.	Analyze challenges to the U.S. Constitution and their resolutions. Analyze how specific laws protect individual rights and/or serve the common good.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
ROLES, RIGHTS AND RESPONSIBILITIES OF U.S. CITIZENS Describe personal, political and economic rights of citizens in the United States. Describe participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/ associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/ initiatives). Explain how political activity provides opportunities for choice and participation. Describe the character traits necessary to preserve and improve the American constitutional government (e.g., individual responsibility, self-discipline, respect for others and the law, honesty, civic mindedness, ability to make informed choices).	Interpret the roles, rights and responsibilities of citizens in the United States.	Identify ways that Americans can participate in their community.	Describe how different kinds of political activity illustrate characteristics of United States democracy.	Explain the importance of civic responsibilities (i.e., obeying the law, paying taxes, performing public service).	Evaluate the argument that all rights have limits.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
INTERNATIONAL RELATIONS Explain how nations interact with each other, how events and issues in other countries can affect citizens in the United States and how actions of the United States can affect other peoples and nations. Describe how the American concepts of democracy and individual rights and responsibilities influence events in other countries and how events in other countries influence American politics and society. Describe U.S. foreign policy and its consequences in relation to national interest and American values.	Describe how governments of the world interact.		Identify forms of government interactions.	Describe how government actions in one country can affect citizens in another country.	Describe the effects of U.S. political ideas on other nations and the impact of world political developments on the United States.

GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
MAPS, CHARTS, GRAPHS AND OTHER GEOGRAPHIC TOOLS AS SOURCES OF INFORMATION Understand the spatial concepts of location, distance, direction, scale, movement and region. Recognize and use appropriate geographic tools and technology (e.g., maps, globes, graphs, diagrams, aerial and other photographs and satellite-produced images) to answer geographic questions, analyze spatial distributions and patterns and solve geographic problems. Locate major physical and human (cultural) features of the Earth. Use maps to organize information about people, places and environments in a spatial context.	Read, interpret and make maps, charts and graphs to explain spatial relationships.	Locate places on a neighborhood map and describe a route from one place to another.	Use maps, charts and graphs to illustrate geographic concepts. Locate and identify on maps the continents and oceans of the world, the 50 states of the United States and the major physical characteristics of Oregon.	Identify the location of key physical and cultural features on maps and globes to answer geographic questions.	Use maps to analyze the advantages and disadvantages stemming from relative location of people, places and environments.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
PHYSICAL AND CULTURAL CHARACTERISTICS OF PLACES AND REGIONS Compare physical (e.g., landforms, vegetation, wildlife, climate and natural hazards) and human (e.g., population, land use, language and religion) characteristics of places and regions. Understand the social, cultural and economic processes that change the characteristics of places and regions over time (e.g., development, accessibility, migration, resource use, belief systems, transportation and communication systems, major technological changes, environment, wars). Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.	Identify the physical and human (cultural) characteristics of places and regions and how they change through time.	Describe characteristics of places.	Describe and explain physical and cultural characteristics of regions in the United States.	Compare physical and cultural characteristics of the regions of the world.	Compare physical and cultural characteristics of the same place at different times in history.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
DISTRIBUTION AND MIGRATION OF PEOPLE, IDEAS AND PRODUCTS Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems). Understand the functions, sizes and spatial arrangements of urban areas on Earth. Compare and contrast one area of settlement to another (e.g., resources, length of settlement, accessibility). Predict trends in world population numbers and patterns including differences in settlement of developing and developed countries.	Describe the distribution and migration of human populations, ideas and products and predict future trends.	Identify reasons people move from one location to another.	Identify human migration patterns in the United States.	Identify and describe transportation and communication networks affecting the flow of people, goods and ideas.	Analyze demographic patterns and transportation and communication networks to predict contemporary trends.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
INTERACTION BETWEEN PHYSICAL ENVIRONMENTS AND HUMANS Describe the consequences of humans changing the physical environment (e.g., ozone, forests, air, water) and how human changes in one place affect other places. Understand how differing points of view, self interests and global distribution of natural resources play a role in conflict over territory. Describe how physical characteristics of places and regions affect human activities. Understand the geographic results of resource use and management programs and policies.	Explain how humans and the physical environment impact and influence each other.	Identify how people depend on and modify the physical environment.	Describe ways people have adapted to and been influenced by their physical environment.	Explain how human modification of the physical environment in one place affects other places.	Analyze the relationship between human settlement patterns and changes in the Earth's physical systems.

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in different economies.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Understand that resources are limited (e.g., scarcity, opportunity cost). Understand economic trade-offs and how choices result in both costs and benefits to individuals and society. Understand economic concepts, principles and factors affecting the allocation of available resources. Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in regard to the allocation of resources.	Understand economic concepts and principles to make informed economic choices. Understand factors affecting allocation of resources, including the role of government and institutions on economic activity.	Identify what will be gained and what will be given up when making an economic choice (i.e., costs and benefits of recycling).	Identify incentives that affect economic decisions and analyze how incentives affect student's own economic decisions. Describe how natural, human and capital resources can be used to satisfy wants and produce goods and services.	Explain how the interaction of supply and demand determines price. Explain the costs and benefits of economic choices regarding the allocation of resources.	Analyze the consequences of inflation and unemployment on savers, investors, producers and consumers. Describe the role of government and institutions on economic activity.

SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives and resolve issues using the social sciences.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Define and clarify an issue so that its dimensions are well understood. Explain various perspectives on an event or issue and the reasoning behind them. Identify, analyze and select a course of action to resolve an issue.	Define and clarify an issue so that its dimensions are well understood. Explain various perspectives on an event or issue and the reasoning behind them. Identify, analyze and select a course of action to resolve an issue.	Develop a clarifying question that can be answered through simple research. Recognize that there are different ways of looking at an event or issue. Identify alternative courses of action that could be chosen in a given situation.	Distinguish essential and incidental information in clarifying an issue. Describe an event or issue from two points of view. List major strengths and weaknesses of alternative courses of action.	Compare data to determine differences of fact and opinion in clarifying an issue. Explain an event or issue from two or more points of view and explain why perspectives among individuals and groups vary. Describe short- and long-term consequences of alternative courses of action.	Locate and use data from primary and secondary sources to clarify and research an issue. Analyze an event or issue from multiple historical perspectives. List strengths and weaknesses and predict short- and long-term consequences to select a course of action.

THE ARTS

Proficiency in the arts includes creating, performing or presenting art, recognizing artistic qualities in works of art and understanding the historical and cultural contexts in which art is created. The arts include music, visual art, dance, theater and cinema.

AESTHETICS AND ART CRITICISM: Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements.	Recognize artistic elements in works of art.	Identify artistic elements and principles which can be used to analyze works of art.	Recognize and describe how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.	Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.
Respond to works of art, giving reasons for preferences.	Respond to works of art, giving reasons for preferences.	Describe an idea or feeling connected with viewing or hearing a work of art.	Identify personal preferences and their relationship to artistic elements.	State preferences for works of art and reasons for preferences, based on key artistic elements and principles used in producing the art.	State preferences for works of art and reasons for preferences, based on an analysis of how artistic elements and principles are used in producing the art.

HISTORICAL AND CULTURAL PERSPECTIVES: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Identify both common and unique characteristics found in works of art from various time periods and cultures.	Relate works of art from various time periods and cultures to each other.	Identify an event or condition which inspired a work of art.	Identify distinguishing features of works of art and their historical and cultural contexts.	Describe and explain distinguishing features of works of art and their historical and cultural contexts.	Analyze a work of art by comparing and contrasting it to another work from a different time or culture.
Understand that the arts have a historical connection.	Describe how historical and cultural contexts influence works of art.		Describe how historical or contemporary events influenced or influence works of art.	Discuss and compare works of art from different time periods and cultures emphasizing their historical context.	Describe and explain how the characteristics of a society or culture influenced works of art.
Explain how a work of art reflects the artist's personal experience in a society or culture.					
Understand how the arts serve a variety of personal, professional, practical and cultural needs.					

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CREATE, PRESENT AND PERFORM: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing about one's own artwork.	Create, present and/or perform a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect. Communicate, using a simple vocabulary related to various art forms.	Create, present and/or perform a work of art, using experiences, imagination, observations, artistic elements and technical skills to achieve desired effect. Communicate, using an extended vocabulary related to various art forms.	Create, present and/or perform a work of art, selecting and applying artistic elements and technical skills to achieve desired effect. Communicate verbally and in writing about one's own artwork.	Create, present and/or perform a work of art, selecting, using and combining artistic elements and technical skills to achieve desired effect. Evaluate and reflect on one's own artwork.

SECOND LANGUAGES

Second language proficiency consists of communicating through listening, speaking, reading, writing and applying culturally appropriate practices in real-life situations in a second language. The stages below are based on American Council for Teachers of Foreign Language proficiency levels. They apply to commonly taught languages, such as Spanish, French and German.

COMMUNICATION: Express and comprehend ideas in a language other than English.

Common Curriculum Goals	Content Standards	Stage 1 (Novice Low/Mid)	Stage 2 (Novice Mid/High)	Stage 3 (Novice/High)	Stage 4 (Intermediate Low)
LISTENING: Listen to/receive messages for a variety of purposes. Demonstrate comprehension of messages from authentic and other sources to gain information.	Demonstrate comprehension of messages from authentic and other sources to gain information.	Comprehend isolated words and everyday expressions.	Comprehend familiar ideas and details in short sentences and simple questions on a limited range of topics.	Comprehend main ideas and details in statements and questions on everyday topics.	Comprehend main ideas and some supporting details from simple announcements, narratives and conversations in familiar situations on everyday topics.
SPEAKING: Speak/sign for a variety of audiences and purposes. Communicate information, express ideas and accomplish tasks. Communicate by asking and responding to questions, using introductions, greetings, courtesies and performing transactions. Express ideas, needs, likes, dislikes, suggestions and opinions by initiating and engaging in conversations.	Communicate information, express ideas and accomplish tasks.	Use memorized words and everyday expressions and identify familiar objects.	Use simple memorized phrases, sentences and questions on a limited range of topics.	Use phrases, sentences and questions to express ideas and some details on a range of topics.	Use sentences and questions to communicate information and ideas and maintain simple conversations in familiar situations on everyday topics.

COMMUNICATION (continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STAGE 1 (NOVICE LOW/MID)	STAGE 2 (NOVICE MID/HIGH)	STAGE 3 (NOVICE/HIGH)	STAGE 4 (INTERMEDIATE LOW)
READING: Read/videotext to comprehend a variety of printed materials.					
Comprehend and gain information from a variety of videotext materials.	Comprehend and gain information from a variety of print/videotext materials.	Comprehend some common words and phrases, including words similar to those in the first language.	Comprehend simple text by using contextual cues.	Comprehend main ideas and some supporting details from simple narratives and materials, such as menus, notes and schedules.	Comprehend main ideas and pertinent details from simple written materials including authentic sources.
WRITING: Write/compose effectively for a variety of audiences and purposes.					
Communicate information and express ideas in written/ videotext form for a variety of audiences and purposes.	Communicate information and express ideas in written/ videotext form for a variety of audiences and purposes.	Write/compose the alphabet, if any, of the second language. Write/compose memorized words and phrases.	Write/compose short phrases, lists and simple sentences.	Write/compose short messages, notes and simple guided paragraphs.	Write/compose short letters and simple paragraphs to meet practical needs and produce simple, guided compositions.

CULTURE: Develop cultural understanding and demonstrate practices appropriate to the culture in which the language is used.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STAGE 1 (NOVICE LOW/MID)	STAGE 2 (NOVICE MID/HIGH)	STAGE 3 (NOVICE/HIGH)	STAGE 4 (INTERMEDIATE LOW)
Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.	Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.	Comprehend and use a few polite behaviors and basic nonverbal cues in very limited situations.	Comprehend and use a few simple cultural practices and customs.	Comprehend and use some common social conventions, social courtesies and nonverbal cues.	Comprehend and use common social conventions, social courtesies and nonverbal cues.
Compare and contrast cultural practices of the first and second language cultures.	Compare and contrast cultural practices of first and second language cultures.	Identify a few basic cultural practices of a second language culture.	Compare basic similarities and differences between first and second language cultures.	Compare and contrast common social conventions, courtesies and nonverbal cues.	Compare and contrast first and second language cultural behaviors.

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CONNECTION TO OTHER DISCIPLINES: Reinforce and increase knowledge of other subjects through the second language.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STAGE 1 (NOVICE LOW/MID)	STAGE 2 (NOVICE MID/HIGH)	STAGE 3 (NOVICE/HIGH)	STAGE 4 (INTERMEDIATE LOW)
Acquire information and recognize viewpoints available through the second language and culture. Reinforce and increase knowledge of other subjects through the second language.					

HEALTH EDUCATION

Health education develops understanding of health promotion and disease prevention and offers opportunities for students to develop skills to reduce health risks and maintain and enhance healthy lifestyles.

HEALTHY AND FIT BODY: Understand and integrate concepts of physical, mental and emotional health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand and analyze the relationships among nutrition, physical activity, psychological factors (such as stress) and personal hygiene and their effects on personal health and well being. Understand the influence, interdependence and impact of different body systems on health. Understand key concepts of growth and development and their relationship to lifetime wellness.	School districts may establish their own content standards in health. Resources to help schools set content standards in health and upgrade curriculum are available from the Oregon Alliance for Health, Physical Education, Recreation and Dance and the Oregon School Health Education Coalition. The Oregon Department of Education encourages school districts to provide quality health education.	School districts may establish their own benchmarks in health.	School districts may establish their own benchmarks in health.	School districts may establish their own benchmarks in health.	School districts may establish their own benchmarks in health.

CONTROLLABLE HEALTH RISKS: Apply prevention and risk reduction concepts to health-related problems.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand and apply prevention and risk reduction strategies for health-related interventions. Understand principles and concepts related to infectious and communicable diseases. Predict short- and long-term consequences of safe, risky and harmful behaviors.					

SAFE AND HEALTHY ENVIRONMENT: Explain safe physical, social and emotional environments for individuals, families, schools and communities.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand and apply strategies to improve and maintain individual, family, school and community health. Apply injury prevention, first aid and emergency care skills. Understand the potential influences of environmental factors on personal and public health. Demonstrate violence prevention and conflict resolution skills.					

INFORMED CONSUMER: Analyze health information, products and services while considering media, technological and cultural influences.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Analyze influences of culture, technology and the media on health-related products and services. Evaluate the validity and reliability of health-related information, products and services as a consumer or potential consumer.					

HEALTHY RELATIONSHIPS: Understand and apply interpersonal communication skills to enhance health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand and apply concepts of effective communication with peers and adults. Demonstrate refusal and negotiation skills. Demonstrate healthy ways to express needs, wants, feelings and respect for self and others.					

PHYSICAL EDUCATION

Physical education develops fundamental motor skills and patterns, physical fitness skills, lifetime individual and group physical activity skills and self-management and social behavior skills.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
MOVEMENT Demonstrate competence in physical activity, progressing from basic skills to more complex skills used in a variety of movement forms (e.g., progressing from performing basic locomotor, stability and manipulative skills to applying specialized skills in a variety of movement forms, such as aquatics, individual, dual and team sports, outdoor pursuits, self-defense, dance and/or gymnastics). Apply movement concepts and principles to learning and developing motor skills (e.g., progressing from naming fundamental motor patterns and the variables affecting them to applying knowledge and game strategies in a variety of physical activities).	School districts may establish their own content standards in physical education. Resources to help schools set physical education standards and upgrade curriculum are available from the Oregon Alliance for Health, Physical Education, Recreation and Dance. The Oregon Department of Education encourages school districts to provide quality physical education.	School districts may establish their own benchmarks in physical education.	School districts may establish their own benchmarks in physical education.	School districts may establish their own benchmarks in physical education.	School districts may establish their own benchmarks in physical education.

PHYSICAL EDUCATION (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
PHYSICAL FITNESS Demonstrate a physically active lifestyle (e.g., progressing from participating in physical education classes to independently pursuing a regular schedule of physical activity). Pursue and maintain a health-enhancing level of physical fitness by developing a personal physical activity plan based on an accurate fitness assessment (e.g., progressing from informally exploring one's aerobic endurance, muscular strength and endurance, flexibility and body composition to accurately assessing, setting goals and pursuing strategies to improve and maintain healthy standards). Identify and apply basic principles of fitness development (e.g., progressing from counting one's pulse before and after exercise and recognizing fatigue symptoms to identifying health-related physical fitness components and using concepts of frequency, intensity, duration, type/specificity, overload/progression and warm-up/cool-down as they relate to health-related physical fitness components). Recognize the relationship of health-related fitness to the pursuit of physical activity.					

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
SELF-MANAGEMENT AND SOCIAL BEHAVIOR Apply rules, procedures and safe practices while working cooperatively and productively with a partner or small group, regardless of personal characteristics such as gender, ethnicity and/or disabilities. Analyze causes of and potential solutions to conflict in a physical education setting through conflict resolution and management. Recognize the importance of sport in all cultures. Keep the importance of winning and losing in perspective compared to other established goals of participation.					

TECHNOLOGY

TECHNOLOGICAL KNOWLEDGE: Demonstrate understanding of technological concepts and processes, and their relationship to and impact on other disciplines.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Understand the nature and evolution of technology. Understand that technology can be used to solve problems and meet needs. Assess the impacts and consequences of technology. Understand the relationships between technology and other disciplines.	School districts may establish their own content standards in technology.	School districts may establish their own benchmarks in technology.	School districts may establish their own benchmarks in technology.	School districts may establish their own benchmarks in technology.	School districts may establish their own benchmarks in technology.

TECHNOLOGICAL APPLICATION: Apply technological concepts and processes to solve practical problems and extend human capabilities.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
Use a variety of technological systems. Demonstrate how technological systems are operated and controlled. Adapt technological concepts and processes to biological, informational and physical systems to form technologies and solve practical problems.					

ESSENTIAL LEARNING SKILLS

The nine Essential Learning Skills are divided into two groups: those assessed by the state; and those districts should offer as opportunities for students to demonstrate their abilities.

■ Assessed in state tests:

- Read
- Write
- Problem solve
- Communicate

■ District opportunities to demonstrate:

- Learn
- Think
- Retrieve information
- Use technology
- Work effectively as individuals and as an individual in group settings

Adopted

PERFORMANCE STANDARDS

Adopted by State Board of Education
on September 19, 1996

READING & LITERATURE

STATE TESTS

State reading/literature tests take about 90 minutes for students in grades 3 and 5 and about 80 minutes for students in grades 8 and 10. Students read six to nine passages. The passages are up to three pages long, are taken from a variety of reading materials and cover a broad range of curriculum topics. Students in grade 3 answer about 56 multiple choice questions related to what they read. Students in grades 5, 8 and 10 answer about 75 questions. Each question has a single correct answer. The test is scored by a test scoring company hired by the Oregon Department of Education.

Students must achieve the following scores to meet or exceed the performance standards on state reading/literature tests.

	MEET STANDARD	EXCEED STANDARD
Grade 3	201	215
Grade 5	215	231
Grade 8	231	239
Grade 10	239	249

CLASSROOM ASSIGNMENTS

Classroom teachers give students specific assignments they design. These assignments may be part of regular classroom work. The teachers score the student work using a uniform 1- to 6-point scoring guide. Students must achieve the following scores on the scoring guide to meet or exceed the performance standards on classroom reading/literature assignments. The scoring guide for reading/literature will be available later this year.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Students must read three grade level selections.* Across the selections, students must demonstrate the ability to:		
	■ Read accurately	90% accuracy	95% accuracy
	and, on a scale of 1 to 6:		
	■ Read fluently	4	5
	■ Identify main ideas and significant details and make literal and inferred interpretations about the overall meaning of the selection	4	5
Grade 5	Students must read three grade level selections, including literary and informative pieces.* On a scale of 1 to 6, students must demonstrate the ability to:		
	■ Identify main ideas and significant details and make literal and inferred interpretations about the overall meaning of the selection	4	5
	■ Draw connections and identify relationships between the selection and other texts, experiences, issues and events	4	5
	■ Analyze and evaluate the author's ideas, techniques and methods	4	5

*Grade level selections are reading selections representing a level of difficulty commensurate with expectations for grades 3, 5, 8 and 10. It is expected that students will read longer, more difficult works as they progress in school.

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		MEET STANDARD	EXCEED STANDARD
Grade 8	Students must read three grade level selections, including literary and informative pieces.* On a scale of 1 to 6, students must demonstrate the ability to:		
	■ Identify main ideas and significant details and make literal and inferred interpretations about the overall meaning of the selection	4	5
	■ Draw connections and identify relationships between the selection and other texts, experiences, issues and events	4	5
	■ Analyze and evaluate the author's ideas, techniques and methods	4	5
Grade 10	Students must read three grade level selections, including literary and informative pieces.* On a scale of 1 to 6, students must demonstrate the ability to:		
	■ Identify main ideas and significant details and make literal and inferred interpretations about the overall meaning of the selection	4	5
	■ Draw connections and identify relationships between the selection and other texts, experiences, issues and events	4	5
	■ Analyze and evaluate the author's ideas, techniques and methods	4	5
	■ Analyze and evaluate the selection's relationship to historical and contemporary issues and events	4	5

120

121

*Grade level selections are reading selections representing a level of difficulty commensurate with expectations for grades 3, 5, 8 and 10. It is expected that students will read longer, more difficult works as they progress in school.

WRITING

STATE TESTS

State writing tests are given over the course of three consecutive days. Each student chooses one of three given topics and spends 45 minutes a day writing and editing a final piece. A group of Oregon teachers, trained to score student writing, scores the tests. Each test is scored by at least two teachers. State writing tests and classroom writing assignments are scored in the same manner, described below.

CLASSROOM ASSIGNMENTS

Classroom teachers give students specific assignments they design. These assignments may be part of regular classroom work. The teachers score the student work using a uniform 1- to 6-point scoring guide. Students must achieve the following scores on the scoring guide to meet or exceed the performance standards on state writing tests and classroom writing assignments. See page 72 for the writing scoring guide.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Students must write two papers showing two different types of writing (i.e., narrative, imaginative, expository and/or persuasive). On a scale of 1 to 6, the papers must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	3	4
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	3	4
	■ Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 3	3	4
Grade 5	Students must write three papers showing three different types of writing (i.e., narrative, imaginative, expository and/or persuasive). One paper must be a report. On a scale of 1 to 6, the papers must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
	■ Develop smooth flow and rhythm in sentences	4	5
	■ Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 5	4	5
Grade 8	Students must write four papers showing expository and persuasive and either narrative or imaginative writing, including one research paper with citations. On a scale of 1 to 6, the papers must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
	■ Develop smooth flow and rhythm in sentences	4	5
	■ Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 8	4	5

		Meet Standard	Exceed Standard
	■ Indicate sources of information, including ideas, statements, quotes and statistics that are not common knowledge	4	5
Grade 10	Students must write five papers showing expository and persuasive and either narrative or imaginative writing, including a research paper with citations, and a business, technical or vocational paper. On a scale of 1 to 6, the papers must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
	■ Develop smooth flow and rhythm in sentences	4	5
	■ Use correct spelling, grammar, punctuation, capitalization, usage and paragraphing appropriate to grade 10	4	5
	■ Indicate sources of information, including ideas, statements, quotes and statistics that are not common knowledge	4	5

SPEAKING

STATE TESTS

There is no state test in speaking.

CLASSROOM ASSIGNMENTS

Classroom teachers give students specific assignments they design. These assignments may be part of regular classroom work. The teachers score the student work using a uniform 1- to 6-point scoring guide. Students must achieve the following scores on the scoring guide to meet or exceed the performance standards on classroom speaking assignments. See page 79 for the speaking scoring guide.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Students must give one oral presentation before a group. On a scale of 1 to 6, the presentation must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	3	4
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	3	4
	■ Choose verbal and nonverbal delivery techniques that enhance meaning	3	4
Grade 5	Students must give at least two oral presentations, including one which is rehearsed and presented before a group. On a scale of 1 to 6, the presentations must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
	■ Select functional, precise and descriptive words appropriate for audience and purpose	4	5
	■ Choose verbal and nonverbal delivery techniques that enhance meaning	4	5
Grade 8	Students must give at least two prepared and rehearsed oral presentations, one persuasive and one informative. On a scale of 1 to 6, the presentations must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
	■ Select functional, precise and descriptive words appropriate for audience and purpose	4	5
	■ Choose verbal and nonverbal delivery techniques that enhance meaning	4	5

		MEET STANDARD	EXCEED STANDARD
Grade 10	Students must give two prepared and rehearsed formal presentations, one informative and one persuasive. Students also must give one unrehearsed presentation for which preparation is limited to about 15-20 minutes. On a scale of 1 to 6, the presentations must demonstrate the ability to:		
	■ Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details	4	5
	■ Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs	4	5
	■ Select functional, precise and descriptive words appropriate for audience and purpose	4	5
	■ Choose verbal and nonverbal delivery techniques that enhance meaning	4	5

MATHEMATICS

STATE TESTS

State mathematics tests take about one hour for most students to complete. Grade 3 tests contain 40 multiple choice questions. Tests at grades 5, 8 and 10 contain 60 multiple choice questions. Students must achieve the following scores to meet or exceed the performance standards on state mathematics multiple choice tests.

	MEET STANDARD	EXCEED STANDARD
Grade 3	202	215
Grade 5	215	231
Grade 8	231	239
Grade 10	239	249

In addition to multiple choice questions, state tests at grades 5, 8 and 10 also contain several open-ended mathematics problems, familiar to most people as story problems. State open-ended mathematics problems and classroom mathematics assignments are scored in the same manner, described below.

CLASSROOM ASSIGNMENTS

Classroom teachers give students specific assignments they design. These assignments may be part of regular classroom work. The teachers score the student work using a uniform 1- to 6-point scoring guide. Students must achieve the following scores on the state open-ended tests and classroom assignments on the scoring guide to meet or exceed the performance standards. See page 83 for the mathematics scoring guide.

		MEET STANDARD	EXCEED STANDARD
Grade 3	Within five mathematical tasks,* students must demonstrate the ability to solve accurately and demonstrate understanding of calculations and estimations, measurement, statistics and probability, algebraic relationships and geometry. On a scale of 1 to 6, students must:		
	■ Show an understanding of the mathematical concepts related to the task	4	5
	■ Choose strategies that can work and carry out the strategies chosen	4	5
	■ Explain the reasoning at each step, using diagrams symbols and/or vocabulary	4	5
	■ After solving the task, review the work and show why the solution is reasonable in relation to the task	4	5
Grade 5	Within five mathematical tasks,* students must demonstrate the ability to solve accurately and demonstrate understanding of calculations and estimations, measurement, statistics and probability, algebraic relationships and geometry. On a scale of 1 to 6, students must:		
	■ Show an understanding of the mathematical concepts related to the task	4	5
	■ Choose strategies that can work and carry out the strategies chosen	4	5
	■ Explain the reasoning at each step, using diagrams symbols and/or vocabulary	4	5

*Mathematical tasks are complex mathematics problems or projects at a level of difficulty commensurate with expectations for grades 3, 5, 8 and 10.

		Meet Standard	Exceed Standard
	■ After solving the task, review the work and show why the solution is reasonable in relation to the task	4	5
Grade 8	Within five mathematical tasks,* students must demonstrate the ability to solve accurately and demonstrate understanding of measurement, statistics and probability, algebraic relationships and geometry. On a scale of 1 to 6, students must:		
	■ Show an understanding of the mathematical concepts related to the task	4	5
	■ Choose strategies that can work and carry out the strategies chosen	4	5
	■ Explain the reasoning at each step, using diagrams symbols and/or vocabulary	4	5
	■ After solving the task, review the work and show why the solution is reasonable in relation to the task	4	5
Grade 10	Within five mathematical tasks,* students must demonstrate the ability to solve accurately and demonstrate understanding of statistics and probability, algebraic relationships and geometry. On a scale of 1 to 6, students must:		
	■ Show an understanding of the mathematical concepts related to the task	4	5
	■ Choose strategies that can work and carry out the strategies chosen	4	5
	■ Explain the reasoning at each step, using diagrams symbols and/or vocabulary	4	5
	■ After solving the task, review the work and show why the solution is reasonable in relation to the task	4	5

*Mathematical tasks are complex mathematics problems or projects at a level of difficulty commensurate with expectations for grades 3, 5, 8 and 10.

OTHER SUBJECTS

■ **Science**

The Oregon Department of Education will develop performance standards in science in 1997.

■ **Social Sciences (history, civics, geography, economics)**

The Oregon Department of Education will develop performance standards in the social sciences in 1998.

Current SCORING GUIDES

Related to Adopted Performance Standards

WRITING

IDEAS & CONTENT	ORGANIZATION	SENTENCE FLUENCY	CONVENTIONS	CITATIONS	VOICE	WORD CHOICE
Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.	*Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.*	*Develop smooth flow and rhythm of sentences.*	*Use correct spelling, grammar, punctuation, capitalization, paragraph structure and sentence construction appropriate to grade level.*	*Indicate sources of information, including ideas, statements, quotes and statistics that are not common knowledge.*	*Use lively and interesting writing style, appropriate to audience and purpose.*	*Carefully select words to convey precise meaning, images and tone.*
6 The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by: • Clarity, focus and control. • Main ideas that stand out. • Supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • Thorough, balanced, in-depth explanation and/or exploration of the topic; the writing makes connections and shares insights.	6 The organization enhances the central ideas and their development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by: • Effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • Strong, inviting beginning that draws the reader in and strong, satisfying sense of resolution or closure. • Smooth, effective transitions among all elements (sentences, paragraphs, ideas). • Details that fit where placed.	6 The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by: • Natural, fluent sound; it glides along with one sentence flowing effortlesaly into the next. • Extensive variation in sentence structure, length and beginnings that add interest to the text. • Sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.	6 The writing demonstrates exceptionally strong control of writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by: • Strong control of conventions; manipulation of conventions may occur for stylistic effect. • Strong, effective use of punctuation that guides the reader through the text. • Correct spelling, even of more difficult words.	6 The writing demonstrates exceptionally strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believeable or important a piece of information is by checking the source. The writer has: • Acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority. • Punctuated all quoted materials; errors, if any, are minor. • Paraphrased material by rewriting it using writer's style and language.	6 The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic and there is an exceptional sense of "writing to be read." The writing is expressive, engaging or sincere. The writing is characterized by: • Effective level of closeness to or distance from the audience. (E.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.)	6 Words convey the intended message in an exceptionally interesting, precise and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by: • Accurate, strong, specific words; powerful words energize the writing. • Fresh, original expression; slang, if used, seems purposeful and is effective. • Vocabulary that is striking and varied, but natural and not overdone. • Ordinary words used in an unusual way.

IDEAS & CONTENT	ORGANIZATION	SENTENCE FLUENCY	CONVENTIONS	CITATIONS	VOICE	WORD CHOICE
6 (cont.) • Content and selected details that are well-suited to audience and purpose.		6 (cont.) • Varied sentence patterns that create an effective combination of power and grace. • Strong control over sentence structure; fragments, if used at all, work well. • Stylistic control; dialogue, if used, sounds natural.	6 (cont.) • Paragraph breaks that reinforce the organizational structure. • Correct grammar and usage that contribute to clarity and style. • Skill in using a wide range of conventions in a sufficiently long and complex piece. • Little or no need for editing.	6 (cont.) • Provided specific in-text documentation for each borrowed item. • Provided a bibliography page listing every source cited in the paper and omitting sources that were consulted but not used.	6 (cont.) • Exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • Sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor or suspense.	6 (cont.) • Words that evoke strong images; figurative language may be used.

WRITING (continued)

IDEAS & CONTENT	ORGANIZATION	SENTENCE FLUENCY	CONVENTIONS	CITATIONS	VOICE	WORD CHOICE
5 The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by: • Clarity, focus and control. • Main ideas that stand out. • Supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • Thorough, balanced explanation and/or exploration of the topic; the writing makes connections and shares insights. • Content and selected details that are well-suited to audience and purpose.	5 The organization enhances the central ideas and their development. The order and structure are strong and move the reader through the text. The writing is characterized by: • Effective sequencing; the organizational structure fits the topic and the writing is easy to follow. • Inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • Smooth, effective transitions among all elements (sentences, paragraphs, ideas). • Details that fit where placed.	5 The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by: • Natural, fluent sound; it glides along with one sentence flowing into the next. • Variation in sentence structure, length and beginnings that add interest to the text. • Sentence structure that enhances meaning. • Control over sentence structure; fragments, if used at all, work well. • Stylistic control; dialogue, if used, sounds natural.	5 The writing demonstrates strong control of writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by: • Strong control of conventions. • Effective use of punctuation that guides the reader through the text. • Correct spelling, even of more difficult words. • Paragraph breaks that reinforce the organizational structure. • Correct capitalization; errors, if any, are minor. • Correct grammar and usage that contribute to clarity and style. • Skill in using a wide range of conventions in a sufficiently long and complex piece. • Little need for editing.	5 The writing demonstrates a strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writer has: • Acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority; key phrases are directly quoted so as to give full credit where credit is due. • Punctuated all quoted materials; errors are minor. • Paraphrased material by rewriting using writer's style and language. • Provided specific in-text documentation for borrowed material. • Provided a bibliography page listing every source cited in the paper and omitting sources that were consulted but not used.	5 The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems committed to the topic and there is a sense of "writing to be read." The writing is expressive, engaging or sincere. The writing is characterized by: • Appropriate level of closeness to or distance from the audience. (E.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.) • Strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • Sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor or suspense.	5 Words convey the intended message in an interesting, precise and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by: • Accurate, specific words; word choices energize the writing. • Fresh, vivid expression; slang, if used, seems purposeful and is effective. • Vocabulary that may be striking and varied, but is natural and not overdone. • Ordinary words used in an unusual way. • Words that evoke clear images; figurative language may be used.

IDEAS & CONTENT	ORGANIZATION	SENTENCE FLUENCY	CONVENTIONS	CITATIONS	VOICE	WORD CHOICE
4 The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by: • Easily identifiable purpose. • Clear main ideas. • Supporting details that are relevant but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • Topic that is explored and/or explained, although developmental details occasionally may be out of balance with the main ideas; some connections and insights may be present. • Content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose.	4 Organization is clear and coherent. Order and structure are present but may seem formulaic. The writing is characterized by: • Clear sequencing. • Organization that may be predictable. • Recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • Body that is easy to follow with details that fit where placed. • Transitions that may be stilted or formulaic. • Organization which helps the reader, despite some weaknesses.	4 The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by: • Natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • Some repeated patterns of sentence structure, length and beginnings that may detract somewhat from overall impact. • Strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • Occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part but may at times sound stilted or unnatural.	4 The writing demonstrates control of writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by: • Control over conventions used, although a wide range is not demonstrated. • Correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect. • Spelling that is usually correct, especially of common words. • Basically sound paragraph breaks that reinforce the organizational structure. • Correct capitalization; errors, if any, are minor. • Occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • Moderate need for editing.	4 The writing demonstrates a commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Minor errors, while perhaps noticeable, do not blatantly violate the rules of documentation. The writer has: • Acknowledged borrowed material by sometimes introducing the quotation or paraphrase with the name of the authority. • Punctuated all quoted materials; errors, while noticeable, do not impede understanding. • Paraphrased material by rewriting using writer's style and language. • Provided in-text documentation for most borrowed material. • Provided a bibliography page listing every source cited in the paper and including sources that were consulted but not used.	4 A voice is present. The writer demonstrates commitment to the topic and there may be a sense of "writing to be read." In places, the writing is expressive, engaging or sincere. The writing is characterized by: • Questionable or inconsistent level of closeness to or distance from the audience. • Sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • Liveliness, sincerity or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal or stiff.	4 Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by: • Words that work but do not particularly energize the writing. • Expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • Attempts at colorful language that may occasionally seem overdone. • Occasional overuse of technical language or jargon. • Rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.

IDEAS & CONTENT	ORGANIZATION	SENTENCE FLUENCY	CONVENTIONS	CITATIONS	VOICE	WORD CHOICE
3 The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general or occasionally slightly off-topic. The writing is characterized by: • Easily identifiable purpose and main ideas. • Predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • Support that is attempted but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable or overly general. • Details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • Difficulties when moving from general observations to specifics.	3 An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by: • Attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • Beginning and an ending which, although present, are either undeveloped or too obvious. (E.g., "My topic is...."; "These are all the reasons that....") • Transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • Structure that is skeletal or too rigid. • Placement of details that may not always be effective. • Organization which lapses in some places, but helps the reader in others.	3 The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by: • Some passages that invite fluid oral reading but others that do not. • Some variety in sentence structure, length and beginnings, although the writer falls into repetitive sentence patterns. • Good control over simple sentence structures but little control over more complex sentences; fragments, if present, may not be effective. • Sentences which, although functional, lack energy. • Lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.	3 The writing demonstrates limited control of writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by: • Some control over basic conventions; the text may be too simple to reveal mastery. • End-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • Spelling errors that distract the reader; misspelling of common words occurs. • Paragraphs that sometimes run together or begin at ineffective places. • Capitalization errors. • Errors in grammar and usage that do not block meaning but do distract the reader. • Significant need for editing.	3 The writing demonstrates a limited commitment to the quality and significance of research and the accuracy of the written document. Documentation is sometimes used to avoid plagiarism and to enable the reader to judge how believeable or important a piece of information is by checking the source. Errors begin to violate the rules of documentation. The writer has: • Enclosed quoted materials within quotation marks but incorrectly used commas, colons, semicolons, question marks or exclamation marks that are part of the quoted material. • Included paraphrased material that is not properly documented. • Paraphrased material simply by rearranging sentence patterns.	3 The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by: • Limited sense of audience; the writer's awareness of the reader is unclear. • Occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • Limited ability to shift to a more objective voice when necessary.	3 Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of "generic" paper filled with familiar words and phrases. The writing is characterized by: • Words that work, but that rarely capture the reader's interest. • Expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • Attempts at colorful language that seem overdone or forced. • Words that are accurate for the most part, although misused words may occasionally appear; technical language or jargon may be overused or used inappropriately. • Reliance on clichés and overused expressions.

IDEAS & CONTENT	ORGANIZATION	SENTENCE FLUENCY	CONVENTIONS	CITATIONS	VOICE	WORD CHOICE
2 Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by: • Purpose and main ideas that may require extensive inferences by the reader. • Minimal development; insufficient details. • Irrelevant details that clutter the text. • Extensive repetition of detail.	**2** The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is difficult to follow and the reader has to reread substantial portions, or the piece simply is too short to demonstrate organizational skills. The writing is characterized by: • Some attempts at sequencing, but the order or the relationship among ideas frequently is unclear. • Missing or extremely undeveloped beginning, body and/or ending. • Lack of transitions or, when present, ineffective or overused. • Lack of an effective organizational structure. • Details that seem to be randomly placed, leaving the reader frequently confused.	**2** The writing tends to be choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by: • Significant portions of the text that are difficult to follow or read aloud. • Sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • Significant number of awkward, choppy or rambling constructions.	**2** The writing demonstrates little control of writing conventions. Frequent, significant errors impede readability. The writing is characterized by: • Little control over basic conventions. • Many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • Spelling errors that frequently distract the reader; misspelling of common words often occurs. • Paragraphs that often run together or begin in ineffective places. • Capitalization that is inconsistent or often incorrect. • Errors in grammar and usage that interfere with readability and meaning. • Substantial need for editing.	**2** The writing demonstrates little commitment to the quality and significance of research and the accuracy of the written document. Frequent errors in documentation result in instances of plagiarism and often do not enable the reader to check the source. The writer has: • Enclosed quoted materials within quotation marks but incorrectly used commas, colons, semicolons, question marks or exclamation marks that are part of the quoted material. • Attempted paraphrasing but included words that should be enclosed by quotation marks or rephrased into the writer's language and style. • Altered the essential ideas of the source. • Included citations that incorrectly identify reference sources.	**2** The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by: • Little engagement of the writer; the writing tends to be largely flat, lifeless, stiff or mechanical. • Voice that is likely to be overly informal and personal. • Lack of audience awareness; there is little sense of "writing to be read." • Little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.	**2** Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by: • Words that are colorless, flat or imprecise. • Monotonous repetition or overwhelming reliance on worn expressions that repeatedly detract from the message. • Images that are fuzzy or absent altogether.

WRITING (continued)

IDEAS & CONTENT	ORGANIZATION	SENTENCE FLUENCY	CONVENTIONS	CITATIONS	VOICE	WORD CHOICE
1 The writing lacks a central idea or purpose. The writing is characterized by: • Ideas that are extremely limited or simply unclear. • Attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.	1 The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by: • Lack of effective sequencing. • Failure to provide an identifiable beginning, body and/or ending. • Lack of transitions. • Pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • Lack of organization which ultimately obscures or distorts the main point.	1 The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling or very awkward. The writing is characterized by: • Text that does not invite—and may not even permit—smooth oral reading. • Confusing word order that is often jarring and irregular. • Sentence structure that frequently obscures meaning. • Sentences that are disjointed, confusing or rambling.	1 Numerous errors in usage, spelling, capitalization and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by: • Very limited skill in using conventions. • Basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard or incorrect. • Frequent spelling errors that significantly impair readability. • Paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • Capitalization that appears to be random. • Need for extensive editing.	1 The writing demonstrates disregard for the conventions of research writing. Lack of proper documentation results in plagiarism and does not enable the reader to check the source. The writer has: • Borrowed abundantly from an original source, even to the point of retaining the essential wording. • No citations that credit source material. • Included words or ideas from a source without providing quotation marks. • No bibliography page listing sources used.	1 The writing seems to lack a sense of involvement or commitment. The writing is characterized by: • No engagement of the writer; the writing is flat and lifeless. • Lack of audience awareness; there is no sense of "writing to be read." • No hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.	1 The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by: • General, vague words that fail to communicate. • Extremely limited range of words. • Words that simply do not fit the text; they seem imprecise, inadequate or just plain wrong.

SPEAKING

IDEAS & CONTENT	ORGANIZATION	LANGUAGE	DELIVERY
Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.	*Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.*	*Select functional, precise and descriptive words appropriate for audience and purpose.*	*Choose verbal and nonverbal delivery techniques that enhance meaning.*
6 The content is extremely clear, focused and well suited to audience and purpose. Main ideas significantly draw the audience's attention and are developed by strong and compelling supporting details. The communication is characterized by: • Clear, focused purpose and main ideas. • Carefully selected supporting details that are significant and command the audience's attention. • Insightful, complex connections or conclusions, possibly including more than one perspective. • Use and citation of a variety of conventional and creative resources, when appropriate, that provide accurate and credible support. • Impressive and creative adaptation of content and details to audience and purpose.	6 The organization enhances the main ideas and their development. The order and structure are strong and support the audience's understanding and involvement. The communication is characterized by: • Strong, creative introduction that brings the audience to the topic and creates a desire to hear more. • Clear, complex organizational structure that enhances the purpose and message. • Smooth, well-designed transitions that contribute to the message. • Details that are carefully selected and strategically placed for optimum impact. • Imaginatively designed conclusion that matches the content and purpose of the speech.	6 The language is original with a wide range of words carefully selected to accomplish the purpose and impress the audience. The intended message is conveyed clearly and word choice is precise and vivid. The communication is characterized by: • Fresh, colorful, precise language that makes a strong and purposeful impact. • Impressive figurative or creative language that evokes clear images and an appropriate emotional response from the audience. • Slang or jargon that, if used, skillfully enhances the message or purpose. • Clear command of the technical language necessary to make the content of the speech clear. • Correct grammar and usage.	6 The speaker demonstrates skillful control of technique and an ability to use technique to bring about a thoughtful response in the audience. The communication is characterized by: • Consistently effective eye contact that commands audience involvement. • Exceptionally clear enunciation and correct pronunciation (regional or native accents may vary from established pronunciation patterns). • Outstanding variations in rate, volume, tone and voice inflection that are designed to impact the purpose and message. • Superior fluent delivery. • Exceptional use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to enhance the audience's understanding of the message.

SPEAKING (continued)

IDEAS & CONTENT	ORGANIZATION	LANGUAGE	DELIVERY
5 The content is clear, focused and well suited to audience and purpose. Main ideas stand out and are developed by strong supporting detail. The communication is characterized by: • Clear, focused purpose and main ideas. • Supporting details that are significant and contribute to the audience's understanding. • Insightful connections or conclusions although only one perspective may be included. • Use and citation of resources, when appropriate, that provide accurate and credible support. • Highly successful attempt to adapt content and details to audience and purpose.	5 The organization enhances the main ideas and their development. The order and structure support the audience's understanding. The communication is characterized by: • Highly effective introduction that brings the audience to the topic. • Clear organizational structure that enhances the audience's understanding of the purpose message. • Smooth transitions. • Carefully selected details that are placed for impact. • Well-designed conclusion that matches the content and purpose of the speech.	5 The language is original with a variety of carefully selected words to impact the purpose. The intended message is conveyed clearly and vividly. The communication is characterized by: • Precise, descriptive language that makes a strong impact. • Figurative or creative language that, if used, evokes clear images and an appropriate emotional response from the audience. • Slang or jargon that, if used, enhances the message or purpose. • Effective use of the technical language necessary to make the content of the speech clear. • Grammar and usage that are almost entirely correct.	5 The speaker demonstrates skillful control of technique. The communication is characterized by: • Effective eye contact that supports audience involvement. • Clear enunciation and correct pronunciation (regional or native accents may vary from established pronunciation patterns). • Effective variations in rate, volume, tone and voice inflection that are appropriate to audience and purpose. • Fluent delivery. • Strong use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to enhance the audience's understanding of the message.
4 The content is clear, focused and appropriate to audience and purpose. Support is present although it may be limited or general. The communication is characterized by: • Clear purpose and main ideas. • Supporting details that are relevant but may not be consistently strong or credible. • Valid connections or conclusions although only one perspective may be included. • Use and citation of resources, when appropriate, that provide accurate and adequate support. • Successful attempt to adapt content and details to the audience and purpose.	4 The organization is easy to follow but may seem stilted, overly obvious or not consistently effective. The communication is characterized by: • Effective introduction that brings the audience to the topic. • Clear organizational structure that is relatively easy to follow. • Transitions that work but may be formulaic or predictable. • Details that fit within a planned structure. • Planned conclusion that may lack subtlety but still matches the content and purpose of the speech.	4 The language is original, functional and appropriate to audience and purpose. The intended message is conveyed clearly but word choice may be somewhat lacking in vividness, precision or energy. The communication is characterized by: • Words that work but do not create a strong impact. • Attempts at colorful language that occasionally evoke an appropriate emotional response from the audience but at times may seem awkward or overdone. • Slang or jargon that, if used, does not detract from the message or purpose. • Competent, practiced use of the technical language necessary to make the content of the speech clear. • Grammar and usage that are usually correct.	4 The speaker demonstrates control of technique. Minor weaknesses, while perhaps noticeable, do not detract from the message and purpose. The communication is characterized by: • Eye contact that is present but may not be made consistently with all members of the audience. • Mostly clear enunciation and correct pronunciation (regional or native accents may vary from established pronunciation patterns). • Effective rate, volume, tone and voice inflection that are appropriate to audience and purpose. • Generally fluent delivery. • Appropriate use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that helps convey the message.

IDEAS & CONTENT	ORGANIZATION	LANGUAGE	DELIVERY
3 The content is clear and appropriate to audience and purpose although it may be overly broad or simplistic. Support is present but may lack development or relevance. The communication is characterized by: • Identifiable main ideas and purpose that may be slightly unfocused. • Supporting details that often are limited, overly general or slightly off-topic. • Connections and conclusions that seem to echo observations heard elsewhere and offer no new insights. • Use of resources that do not provide consistently strong, accurate or credible support. • Attempt to adapt content and details to the audience and purpose.	3 The organization has been attempted but the overall structure is inconsistent or skeletal. The communication is characterized by: • Introduction that is either underdeveloped or awkward. • Organizational structure that is occasionally unclear. • Transitions that usually work but may be repetitive or sometimes unclear. • Details that sometimes leave the audience confused. • Conclusion that is underdeveloped, obvious or fails to match the content and purpose of the speech.	3 The language is quite ordinary, lacking precision, variety and clarity; or it reveals a limited sense of audience and purpose. The communication is characterized by: • Words that rarely hold the audience's interest; occasional mundane expressions or clichés. • Attempts at colorful language that, if present, are awkward and forced. • Slang or jargon that sometimes is inappropriate or ineffective. • Attempts to use technical language to make the content clear. • Distracting lapses in grammar and usage.	3 The speaker demonstrates limited control of technique. Though the delivery has effective moments, weaknesses, such as reading the content, detract from the message and purpose. The communication is characterized by: • Minimal eye contact with audience; some reading of content. • Some enunciation or pronunciation problems. • Some rate or volume inadequacies; little variation in tone and voice inflection. • Somewhat halting delivery with frequent space fillers such as "um," "like," "you know," "whatever." • Inconsistent use of appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence).
2 The content requires extensive inferences by the audience. Development is attempted but is minimal or unsuited to audience and purpose. The communication is characterized by: • Unclear purpose and/or main ideas. • Too little supporting detail or too much irrelevant, inaccurate or redundant material. • Connections that present internal contradictions or inconsistencies. • Reliance on questionable sources, clichés or stereotypes. • Minimal or unsuccessful attempts to take the audience or purpose into account.	2 The organization lacks a clear structure. An occasional organizational device is discernible; however, the communication is difficult to follow or too short to demonstrate organizational skills. The communication is characterized by: • Extremely undeveloped introduction. • Limited organizational structure that is confusing. • Transitions that are ineffective, overused or missing. • Random details that do not fit within the limited structure. • Conclusion that is extremely undeveloped.	2 The language is awkward, monotonous or misused with a very limited sense of audience and purpose. The communication is characterized by: • Words that are flat or vague; colorful language, if used, is exaggerated and forced. • Inappropriate or ineffective use of slang or jargon. • Misunderstood, misused or underused technical language. • Frequent errors in grammar and usage that interfere with meaning.	2 The speaker demonstrates little control of technique. Problems are significant and numerous and interfere with audience's ability to understand and maintain interest. The communication is characterized by: • Little or no eye contact; speaker reads the content. • Frequent unclear enunciation or incorrect pronunciation. • Rate that is too fast or too slow; volume that is too loud or too soft; monotone or highly erratic voice inflection. • Halting delivery with frequent distracting space fillers such as "um," "like," "you know," "whatever." • Few, if any, appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence).

SPEAKING (continued)

IDEAS & CONTENT	ORGANIZATION	LANGUAGE	DELIVERY
1 The content lacks an apparent purpose or central theme. The communication is characterized by: • No apparent purpose or main ideas. • Confusing or missing supporting detail; the communication may be too short to demonstrate the development of an idea. • Lack of knowledge and/or understanding of the topic. • Inaccurate interpretation of a resource or disregard for resources other than personal experience or opinions. • No discernible attempt to take the audience or purpose into account.	**1** The organization lacks structure. An occasional organizational device may be discernible; however, the communication is extremely difficult to follow or too short to demonstrate organizational skills. The communication is characterized by: • Missing or unrelated introduction. • No apparent organizational structure; it is difficult to follow the message or understand the purpose. • No transitions. • Isolated details that have no apparent relationship or purpose. • Missing or unrelated conclusion.	**1** The language is extremely limited or so misused that the meaning is obscured with no sense of audience and purpose. The communication is characterized by: • Words that are vague, inadequate or just plain wrong; no attempt to use colorful language. • Inappropriate or ineffective use of slang or jargon. • No evidence of ability to use technical language. • Significant errors in grammar and usage that may compromise meaning and speaker credibility.	**1** The speaker is unable to develop rapport with the audience. Lack of clarity or distracting errors and gestures impede meaning. The communication is characterized by: • No eye contact; total dependence on notes. • Unclear enunciation or pronunciation that is frequently incorrect. • Rate that is too fast or too slow; monotone or too soft to hear. • Halting delivery that seriously detracts from the speaker's credibility and message. • Nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that, if used, are distracting.

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MATHEMATICS

___ **Precisely Correct (solution, terminology, labels)** ___ **Essentially Correct (no additional instruction appears necessary)** ____ **Not Correct**

CONCEPTUAL UNDERSTANDING	PROCESSES & STRATEGIES	COMMUNICATION	INTERPRET REASONABLENESS
Show an understanding of the mathematical concepts related to the task.	*Choose strategies that can work and carry out the strategies chosen.*	*Explain the reasoning at each step, using diagrams, symbols and/or vocabulary.*	*After solving the task, review the work and show why the solution is reasonable in relation to the task.*
6 Exceeds all characteristics of a 5.	6 Exceeds all characteristics of a 5.	6 Exceeds all characteristics of a 5.	6 Exceeds all characteristics of a 5.
5 The task is translated into thoroughly developed mathematical concepts. All relevant information and/or data from the task is used.	5 Pictures, models, diagrams and/or symbols are clearly used to solve the task. Thoroughly developed mathematical processes and/or strategies are completed.	5 The reasoning behind the process of solving the task is clearly displayed throughout and enhanced through the use of graphics or examples. The work is presented in a logical and coherent manner that allows the reader to move easily from one thought to another.	5 The second look at the task uses a different perspective to verify or support the first approach. Compelling evidence of the reasonableness of the solution is provided.
4 The task is translated into adequate mathematical concepts. Relevant information and/or data from the task is used.	4 Pictures, models, diagrams and/or symbols are used to solve the task. Reasonable mathematical processes and/or strategies are completed.	4 The reasoning behind the process of solving the task is clear throughout. The work is presented in a clear and organized manner.	4 The second look at the task supports the original approach, but may not present a different perspective. Evidence of the reasonableness of the solution is provided.
3 An understanding of some of the major concepts is displayed. Fragments of the information and/or data presented in the task are used.	3 Pictures, models, diagrams and/or symbols may be only partially useful or partially used to solve the task. Reasonable mathematical processes and/or strategies are partially completed or recorded.	3 The reasoning is partially displayed with gaps requiring reasoning to be inferred. The work does not follow a clear pattern or sequence.	3 There is some evidence of a second look at the task, but it does not include a complete support for the solution; **and** The reasonableness of the solution is partially addressed.
2 Part of the task is translated into inappropriate concepts. Assumptions about the information and/or data presented in the task may be flawed.	2 Pictures, models, diagrams and/or symbols used may partially detract from solving the task. Processes and/or strategies used are ineffective.	2 The reasoning detracts from the work and may include irrelevant ideas. Communication focuses solely on the solution and does not indicate a clear path to the solution.	2 When taking a second look at the task a new solution is obtained that conflicts with the original solution, but the conflict is not addressed; **or** Evidence of addressing the reasonableness of the solution is not provided.
1 The task is translated into inappropriate concepts. Inappropriate information and/or data presented in the task is used.	1 Pictures, models, diagrams and/or symbols conflict with the solution. Processes and/or strategies are not recorded.	1 The reasoning is not provided. Only the solution is provided.	1 No evidence of a second look at the task or checking the original solution is provided; **and** The reasonableness of the solution is not addressed.

OTHER SUBJECTS

■ **Reading/Literature**

The Oregon Department of Education will develop scoring guides in reading/literature later this year.

■ Science

The Oregon Department of Education will develop scoring guides in science in 1997.

■ Social Sciences (history, civics, geography, economics)

The Oregon Department of Education will develop scoring guides iin the social sciences in 1998.

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